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ABSTRACT

A report is presented of a project conducted to study the influence of headteachers on teaching for a changing society. Particular consideration was given to the implications of the project's findings for the training of headteachers as leaders for educational change. Surveys identified the nature of existing courses for headteacher training in Belgium, the Federal Republic of Germany, France, the Netherlands, Italy, and the United Kingdom. These courses were analyzed for the following features: (1) courses designed to make a headteacher into a democratic leader; (2) courses aimed at providing headteachers with diverse knowledge and information; (3) courses designed to develop general areas of competence; (4) courses providing specific skill training; and (5) courses designed to enhance the headteacher's self-concept. Descriptions are presented of the survey findings on headteacher training in the six countries. Findings indicated that headteacher training has developed very rapidly in scope in these European countries. It was also noted that there is a potential conflict between a growing recognition of the need to prepare headteachers as managers of change and an increasing trend towards viewing the head as an accountable servant of local or central government. (JD)

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TEACHING FOR A CHANGING SOCIETY: THE ROLE OF THE HEADTEACHER AND THE IMPLICATIONS FOR HEADTEACHER TRAINING

A SURVEY OF HEADTEACHER TRAINING COURSES IN SIX COUNTRIES OF THE EUROPEAN COMMUNITY WITH PARTICULAR REFERENCE TO THE EXTENT TO WHICH THEY ATTEMPT TO PREPARE HEADTEACHERS TO FACILITATE CHANGE IN SCHOOLS

Report prepared for the Commission of the European Communities by the Standing Working Group on the Training of Headteachers of the Association for Teacher Education in Europe (ATEE).

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Introduction

In the calendar year 1983, the Standing Working Group on the Training of Headteachers of the Association for Teacher Education in Europe (ATEE) proposed to conduct a survey and research project devoted to the theme of "Teaching for a Changing Society: the role of the headteacher and the implications for headteacher training". A proposal was drawn up which was submitted to the Commission of the European Communities. The Commission signified its willingness to fund this proposal towards the end of 1983, and the Standing Working Group is grateful for the support received which has made this report possible.

The aim of the project was stated as follows:
"The aim of the project will be to study the influence of headteachers on teaching for a changing society and to develop proposals of a cross-European nature to facilitate the headteacher's role as a change agent in this context. Particular consideration will thus be given to the implications of the projects' findings for the training of headteachers who will be better equipped to carry out the innovative role required of them".

The background to this aim was expressed in the following terms:
"Many rapid changes in European Society in general are at present visible to even the most superficial observer. Such developments as, for example, those in information technology are having relatively dramatic effects upon the lives of individuals throughout Europe. These efforts are often particularly marked in the lives of young people, and one could, for example again, point to the problems of unemployment which are especially significant for school pupils who see poor occupational prospects ahead of them.

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It is clearly one of the main functions of schooling that it should prepare young people as well as possible to adapt to new situations. This suggests that changes in schooling should be introduced in order that this function should be adequately fulfilled. It is observable that the rate at which schooling adapts to take account of changes in society varies from one country to another. It is important to attempt to ascertain to what extent the differences in the role and status of headteacher are critical in this respect and also to analyse what aspects of the headteacher training programmes prepare the headteacher to act as a change agent. Proposals should be made for action on headteacher training at a European level which would promote the teaching for a changing society".

A three stage programme for the project was drawn up. The first stage involved a survey of the present provision as regards headteacher training in six selected EC Member states. These were in Belgium, France, The Federal Republic of Germany, (sometimes referred to simply as Germany for shorthand purposes in this report), Italy, the Netherlands and the United Kingdom (also referred to as Great Britain in the report). It should be made clear at the outset that the country reports do not claim to be comprehensive. The two U.K. reports, for example, concentrate upon headteacher training programmes in England and Wales and the Belgium report concentrates upon the Flemish part of that country. Nor would the other national reporters claim to have covered the whole of their national scene. What we have tried to do is to highlight some of the significant trends in headteacher training in the six countries surveyed.

The second stage involved meetings of those involved in the project to analyse and interpret the national reports. These meetings took place during the ninth annual conference of the Association for Teacher Education in Europe in Linz from 3 to 7 September 1984. The discussions which took place during these meetings are summarised in the section of this report which follows the national surveys.

These first two stages were planned to culminate in the production of this report which was to be submitted to the Commission during the calendar year 1984. This was described in the proposal as an 'Interim Report' because it was hoped to proceed to a third stage of the project in the calendar year 1985. Proposals for the development of this third stage are outlined in the conclusions to this report.

To return to the first stage, the first meeting of the 'national experts' took place in Liège, Belgium on January 28th 1984 approximately one month after it was known that there would be Commission funding to make such a meeting possible. At this meeting, discussion centered around the nature of the survey to be undertaken. It was agreed that this stage of the Working Group's work needed to avoid two dangers: the danger that rigid guidelines could produce national reports at so general a level that they lacked focus and direction and that distinctive features of the particular countrys' practices could be lost; and the danger, on the other hand, that reports might be so diverse that it would be impossible to infer points of similarity and dissimilarity.

To this end, those present attempted to draw upon their experience and their knowledge of the relevant literature to explore two dimensions of their proposed project and to extract some features of these dimensions which would be borne in mind by those producing the national reports.

The first dimension was that of the nature of existing courses for headteacher training. It was agreed that certain categories of courses could be identified as 'ideal types' although it was recognised that in practice any one course could contain elements of a number of these 'ideal types'. The 'ideal types' identified were as follows:

1. Courses with a missionary purpose, e.g. to make a headteacher into a democratic leader. Even at this stage, the Working Group members were aware that courses with such overt missionary aims were likely to be rarer in the E.C. countries in the survey than might be the case elsewhere in the world.

2. The encyclopaedic course. This approach aims at providing headteachers with all the diverse knowledge and information which it is likely that they will need to draw upon in the course of their work as heads.

3. Courses designed to develop general areas of competence i.e. broad areas in which a headteacher must be competent in order to be effective in a leadership position. Examples of such broad areas could be 'curriculum development' or 'boundary management'. (It should be noted in passing that competence is used in this sense throughout the report . It should

not be confused with that use of the term prevalent in North America which refers to narrow areas of 'competency'. This is a use of the term which more nearly equates with the next of our categories).

4. Courses providing specific skill training; e.g. skills in advising, negotiating, chairing meetings etc.

5. A final category is that of courses designed to enhance the headteacher's self-concept and to promote self-realisation.

It was agreed to bear these ideal types in mind when conducting the national surveys of courses, although, as will be seen from the surveys which follow, some writers found it easier to do this within their national context than did others operating in a different one.

Alongside this 'course dimension' another dimension was considered in Liège which is critical to the nature of this report and the project of which it is a part. This dimension is that of social change. As the aims of the project made clear, the intention was to study the headteacher's role as a facilitator of change in schools to reflect those changes taking place in the society of which schools form a part. It is in this particular light that the courses are surveyed, because the intention was to see to what extent courses did attempt to prepare headteachers to be innovators, to be implementors of change etc. In this report, this is often referred to in a short-hand way as the headteacher's 'change-agent' role. It is again recognised that in the North American context the term 'change-agent' is often used very specifically for a particular kind of activity, but in this report it is used in a very general sense to cover the wide range of activities connected with the introduction of change.

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Four processes seemed to the members of the Working Group to be of particular significance for headteachers in this report. These were as follows:

1. The process of professionalisation (the growing complexity of society demanding a greater professional skill with special attention to the quality of management decisions).

2. The process of democratic leadership. (The increasing demand for participation in decision-making by all the groups in and around the school asks for a special type of leadership style: a team leadership).*

3. The process of social and technical change. (At the moment insecurity has grown enormously. There are many social changes, and within the school the headteacher has to guide changes. This obliges him to increase contacts with the world outside the school).

4. The process of increasing political pressure. (Because of the socio-economic problems of today politicians sometimes formulate short-term objectives for education. The politicians' objectives can be in conflict with the fundamental role of education. The task of headteachers here is to defend education against political pressure).*

* It was noted that relations with parents could be included under both these headings.

As can be seen from these points, the Working Group members were well aware from the outset of the problematic nature of the headteacher's role in the context of reaction to social change. Some of the national surveys which follow develop the analysis of this problematic role. There was certainly no ready assumption that all social change is beneficial change which must automatically be reflected in schools. Nor was there any assumption that the only or even the main, role of the headteacher is that of change-agent. It was fully recognised that the survey was concentrating upon a particular, and perhaps somewhat narrow aspect of the headteacher's role in the context of social changes which were by no means all clearly identified as positive or 'beneficial'. Despite their consideration of these problematic aspects, there is, underlying the national surveys, the notion that there are some social changes which must be reflected in schools and that headteachers have a key role to play in the success or failure of the implementation of change in schools. Note that the indefinite article is used. It was again seen from the outset that the headteacher is only one actor in social dramas involving many others, and it was expected that the head's role might be more or less critical depending upon his position in the different national educational scenes. There was, however, a basic underlying expectation that in no national system would the headteacher's role in this respect be completely without importance.

These issues, inevitably surfaced again during the Linz conference in any case and are therefore discussed further in the section of the report following the national surveys.

Before now turning to those surveys, it is perhaps necessary to explain why there are two sections to the U.K. survey, and in what ways they differ. The pragmatic reason for the two sections is that both the Chairman and Secretary of the Working Group were U.K. nationals and each wished to develop separate parts of the survey. It was therefore agreed that Bruce would do the overview of the U.K. scene as regards headteacher training and Hellawell would take one particular aspect of that general scene as a case study. This latter initiative had the added potential advantage of bridging the gap between stages 2 and 3 of the project and perhaps giving some pointers to the future development of the project. Again, these matters are considered in more detail in the conclusions to the report.

BELGIUM

HEADTEACHER TRAINING AND THE CHANGE-AGENT ROLE OF THE HEADTEACHER

1. Introduction

Since the 60's many educational innovations were introduced in the educational system (new school types, new curricula, new technology, etc.) with the purpose of creating a more democratic and a more effective school system. Investigators in the 70's began to assess the impact of these innovations and found that more new programmes, more new technology did not necessarily result in improved educational outcomes. An investigation of the Eastern Regional Institute for Education, which was set up with the purpose of identifying which persons were the most important ones in the initiation of an innovation process, showed that the headteacher played a crucial role. (Mahan, 1970). Since then more and more research studies have highlighted the importance of the headteacher as a change-agent. Berman and Melaughlin in (1978, p.VIII) stated "the importance of the principal to both short and long terms effects of innovations can hardly be overstated. All said, the principal merits the title of "gatekeeper of change". In a review of research on the innovation process in schools Reinhard (1980) stated: "Even though none of this research has focused directly on the role of the building principal in this process, all findings seem to indicate that, without the principal's active support and endorsement, almost any effort by outsiders will fail". Fullan (1981, p.16) claims that "There is very strong and consistent evidence that principals who play an active role in leading the process of change influence the extent of implementation much more so than principals who carry out more of an administrative role leaving implementation to the individual teacher or external resource personnel".

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If the headteacher is the crucial implementor of change, and if innovation-management is becoming his or her most important task, then headteacher-training programmes have to be oriented to that objective. But before one can evaluate if a training programme is innovation-orientated one has to examine what innovation management in schools means and what competence, skills and attitudes the headteacher needs to be a successful innovation manager. In the first part of the paper the factors that influence or determine the headteacher's innovation effectiveness will be analysed and criteria for the development and evaluation of training will be derived.

In a second part we will describe the headteacher-training programme in Belgium (Flanders) and we will examine to what extent it incorporates the necessary elements for training effective implementors of change.

2. THE ROLE OF THE HEADTEACHER AS CHANGE-AGENT AND EFFECTIVE TRAINING-PROGRAMMES

As was acknowledged in the introduction, the headteacher is "the key" in the innovation-process at school. However, merely identifying the headteacher as the crucial element to educational change is not enough. To develop efficient training programmes one needs understanding of the innovation-process and of the functioning of different types of headteachers within this process. Van der Perre and Vandenberghe (1983, p.194) claim that training programmes have to meet the concrete problems with which headteachers are confronted by initiating and implementing changes. Therefore, developers and evaluators of training programmes have to start from the outcomes of empirical research about the funtioning of the headteacher as change-agent. In this paragraph we will present a syncpsis of this kind of research and we will deduce a set of criteria to evaluate head-teacher training programmes.

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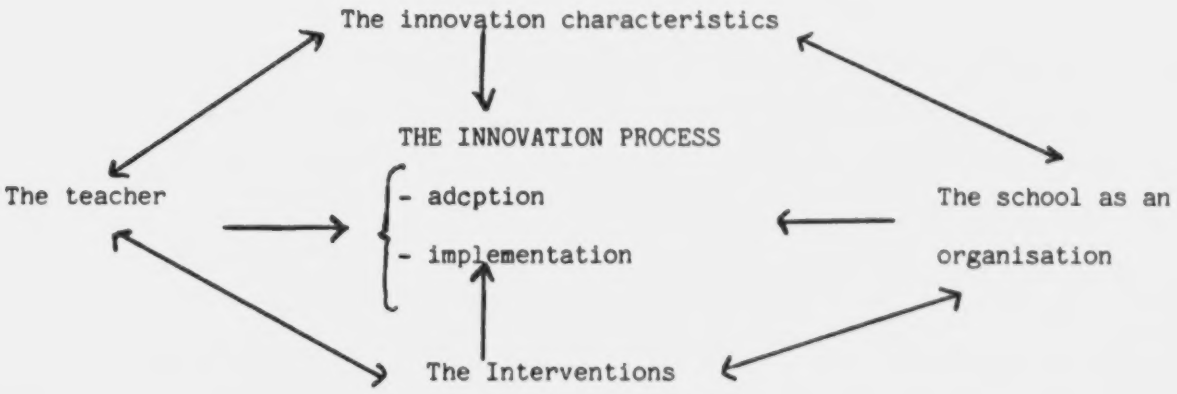
Following Van den Berg and Vandenberghe (1981, p.27) we assume that the adoption and implementation of an innovation in educational settings is determined by four categories of determinants and a network of relations between them (see figure 1).

Figure 1: The four dimensions of an educational innovation process.



The term "adoption" refers to the process which precedes the decision to introduce an innovation. The best known studies about adoption processess are those of Rogers (1962) and Rogers and Shoemaker (1971). In recent research the spotlight is directed to the implementation process. Fullan (1980) defines the implementation as the application of an idea, a curriculum or a set of activities, which are new for the individual or/and for the organisation. The reason for the shift in research to the implementation-phase is the fact that in most cases innovations are "blunted" on the classrocm door" (Goodlad 1969). Because the school leader is by definition at the centre of the school as an organisation, researchers and educators agree with the assumption that he is the first person designated to guide the implementation of educational innovation in schocl (Giesbers and Van der Vegt, 1980, p.263).

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How do headteachers accomplish their task of guidance? One common element in the results of research about the role of the headteacher is that headteachers appreciate a contradiction between their daily activities (which include a lot of administrative and organisational charges) and the activities expected to promote the implementation of innovation (Van der Perre, 1981, Giesbers and Van der Vegt, 1980, Huling, Hall and Hord 1982). If we want the headteacher to serve simultaneously as an executive manager and a leader, a staff development training programme has to give him the opportunity to become an efficient administrative financial and executive manager. With a good training in work organisation and in work delegation, it will be possible to make more time free for his task as guide.

A second important point prevailing in research refers to the different change facilitating styles of headteachers. Hall, Rutherford and Griffin (1982) described the behaviour of principals as they facilitate the implementation of an innovation in their schools and found that this behaviour is associated with different styles. Therefore training programmes have to be flexible in order to make internal differentiation.

Little (1981) and Stallings (1981) found that headteachers in effective schools were supportive and encouraged teacher collaboration. Stallings reported also that in school where policies and rules were clear and consistent there was greater implementation of the innovation. Rheinhard et al. (1980) found that the following activities of headteachers were very important for the successful implementation of innovations:

- the positive attitude of the headteacher about the new idea
- taking active involvement in the project

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- involving staff in decision making
- anticipating material and equipment needs.

These outcomes show that a positive attitude of the headteacher and the stimulation of teamwork are necessary conditions to implement an innovation successfully. Implementation of innovation is teamwork. Therefore training programmes should pay a lot of attention to teamwork methods and to democratic leadership. Instead of training programmes for individuals, one should develop programmes for teams, because in a group you have the formal leader, but there are also informal leaders. Both the formal and the informal leader need training.

Hall (1980) found that the stimulation and resolution of teachers' concerns are related to the concerns and change facilitating behaviour of their headteachers. This outcome suggests that a training programme should take account of the headteachers' perceptions of their own concerns. The training programme should give an answer to the problems which they perceive as real and as a priority.

Another important characteristic of training people to change their behaviour and attitudes is that such a process takes time. The school-leader has not only to assimilate new knowledge and information about innovations he has also to develop his own qualities and to change his attitudes. Therefore not only the duration of the training but also the spread of sessions is fundamental.

In summary, out of the above mentioned research and literature we can derive a set of criteria which are relevant to develop and evaluate a headteacher-training programme. The following elements seem important to us:

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1. Does the programme attempt to provide headteachers with the knowledge and skills of executive management?
2. Is the main objective of the training to develop the change-agent behaviour of the headteachers?
3. How much attention is paid to the theory and research about educational innovation?

   e.g. - courses about the educational innovation process
   - courses about the school as an organisation
   - courses about steering and guiding innovation
   - etc.

4. Is the point of departure for the design of the programme the concrete and immediate experiences and problems that each headteacher brought with him from his own situation? In other words, is the programme "concern-based"?
5. Is the programme flexible? That means is there room for internal differentiation? Will the participants have the opportunity to analyse and to simulate the different change-facilitating styles present in the group of participants?
6. Does the training aim at affecting the personal development of the participants?
7. Has the fact been taken in consideration that headteacher education is a form of adult education? Is the programme spread over a sufficiently long period?
8. Does the programme contain courses designed to develop the participant's knowledge and skills in group dynamics and teamwork? How much attention is paid to democratic leadership?
9. Are there also possibilities to train the informal leaders? Are teachers and staff-members admitted to the training programme?

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3. THE FLEMISH (BELGIAN) "START-SERVICE" FOR HEADTEACHER: AN EVALUATION

The origin and development of headteacher training in Flanders is described in a relatively recent article of J. Van Daele (1982). Therefore we will limit ourselves here in a first sub-paragraph to a short overview of the subjects and the methodology. In a second sub-paragraph we will evaluate to what extent the programme is innovation orientated.

3.1 The 1983-1984 programme.

- General objective: to increase the professionalisation of the headteacher in four domains:
  - administration and financial
  - psychological
  - pedagogical and methodological
  - educational innovation.

- Programme:

I. First year:

A. A two and a half day seminar at the seaside on group dynamics. How does a group work?, characteristics of a small group, characteristics of a large group, how to create a group? The course is given by a director and a counsellor of an institution that organises this kind of seminar for industry. The real objective of this first seminar is to make a group of the participants themselves. It was the view of the organisers of the course, based on much reading, that change and innovation in education is much more effective if the individual may fall back on a group for help, explanation and evaluation.

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B. After the seminar follows a ten day programme - one every fortnight.

(1) Motivation - theories by a professor of psychology and philosophy.

(2) Structures of the school system.

A one day visit to the central administration of the school system. The objective is to become acquainted with the people who in the future they will only hear over the telephone. The day ends with a small reception, offered by the secretary general of the school system.

(3) (a) A lecture on the organisation of Secondary Education given by the head of staff of the school system on laws and regulations concerning the organisation of the classes.

(b) The legal position of a headmaster - possibilities and restrictions - by a lawyer specialised in laws of the non-profit sector.

(4) (a) Interpretation of official documents by the same head of staff.

(b) Financial policy: lecture given by the secretary who is going to receive from the headmaster the demands for loans, allowances, buildings etc.

(5) The functioning of a headmaster.

A case history to be told by a headmaster of a larger school about his (her) activities, organigrams, difficulties, solutions, success and failure.

(6) Modern views on personnel management.

Lecturer - a personnel manager of a large firm for photographic materials.

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(7) (a) Status of the teacher - his rights and obligations.
A staff member of the school system responsible for the editing of the standard teachers contract.

(b) Union problems - by the secretary general of the union of teachers.

(8) Modern views on personnel management (continued).

(9) (a) The headmaster of a comprehensive school: special problems.
Lecture given by a headmaster who switched to a comprehensive system, just one year ago.

(b) Responsibility of the Head for moral and religious values.
Lecture given by a person responsible for the evaluation for the teachers in that field.

(10) (a) Relations between the headmasters and the parents organisations by the national secretary of the parent organisation.

(b) Evaluation of the first year. Likes and dislikes.
Analysis of the second year as it is actually carried out: possible changes?

II. Second year

A. A two and a half day unit on meeting procedures and decision making.
Theoretical and practical training (simulation) in staff meetings.
Problem solving, conflict management, team decision making, etc.

B A whole day every fortnight

(1) (a) New currents in pedagogy (a university professor)

(b) Backgrounds and characteristics of educational renovation

(2) (a) Inventory and budget management
(an experienced headteacher)

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(b) Principles and methods of vocational (technical) studies. (an inspector)

(3) (a) Administrative and legal characteristics of the comprehensive school (the national coordinator for the comprehensive system)

(b) The school as an organisation (a university professor)

(4) (a) Education of values: contents and methods (a national coordinator for the comprehensive school system)

(b) School administration (a headteacher)

(5) (a) School administration (continued)

(b) Methods of teaching for Mathematics and Physics (teaching college professors)

(6) (a) Educational legislation (the head staff of the school system)

(b) Methods of teaching for History and Geography (teaching college professors)

(7) (a) Comparison of educational systems (a university professor)

(b) Methods of Language teaching (inspectors and teaching college professors)

(8) (a) Use of the computer in classroom

(b) Methods of teaching for Economics (an inspector)

(9) (a) Evaluation as part of the educational process (a university professor)

(b) Evaluation (continued)

(10) (a) The legal position of the headmaster (a lawyer)

(b) Evaluation of the programme.

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A new initiative has been taken this year. Because of the economic crisis and the budget deficit of the government the headteachers were confronted with fundamental changes in the subsidy-regulation and in the structure of the education system. The economic problems caused the start of a discussion about the role of the school in society and the values which should be stressed in education. Therefore, it seemed necessary for the headteachers who followed the "start-service" programme to organise a follow-up programme. This follow-up focusses on the above mentioned problems. The follow-up programme treats the following subjects (six days - a whole day every month):

1. a. The possibilities of the new structure in the education-system "De Scholengemeenschap"
   The secretary-general of the catholic education organisation.
   b. Relations with the administration of the Department of Education.
   An advisor of the Department of Education.
2. a. Participation-structures.
   Views on participation. Working and structure of participation-bodies.
   A university professor.
   b. The function of the teacher's union.
   A representative of a teacher's union.
3. a. Motivation of pupils (especially in view of employment problems).
   A staff-member of a study consultants bureau.
   b. Education and discipline.
   (The education project, problems of co-education, education and problems in the labour market.
   A pedagogue.

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4. Religious teaching.

   (Objectives, didactics, religion and the education project, responsibility of the head for moral and religious values).

   A religious teacher.

5. Legislation of education.

   Topical problems in the legislation of education.

   Secretary-general of the Department of Education.

6. a. Evaluation of the programme.

      The participants mention their likes and dislikes.

   b. Possibility to exchange experiences.

3.2 Evaluation of the programme

From the survey of the programme it is clear that it satisfies the first criteria. Especially in the first year priority is given to the administrative and financial subjects. "In the Belgian situation, with a system of national subsidies, the acquisition of these subsidies is vital for the functioning of the school, the payment of the teacher, the official acknowledgment of the studies and the certification of the diplomas" (Van Daele, 1982, p.80). If the headteacher makes an administrative mistake he will not have the chance to function as an innovation manager.

As expressed in the general objective innovation-guidance is only seen as one of the four domains in which the headteacher has to work. We believe, however, that competence at the other three levels is necessary to become a change-facilitator.

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The attention paid to theory and reseach concerning the educational innovation-process is rather small. Although a lot of attention is paid to innovations and to renovation in methods of teaching no time is spent on the innovation process itself. Is spite of that, the headteachers have the opportunity to develop their skills in steering and guiding innovation during the seminars. Further initiatives for "in-service training of headteachers" should focus on the analysis of the innovation process.

Because the Flemish training programme is a "start-service" the headteachers have only a short experience as heads. Nevertheless, it is clear from the evaluation of the programme by the participants that their most important problems (administrative, financial and pedagogical) were discussed. However, they felt rather neutral about lectures on specific innovations such as comprehensive schools, mixed ability learning. They even disliked the lectures about conflicts and about information of attitudes (Van Daele, 1982, p.81). It seems that innovation management is not seen by the heads as a first priority. In general one may conclude that the programme is concern-based.

Although a lot of subjects were analysed, practised and discussed and simulation exercises were done, the target of internal differentiation was not achieved. "There was a general feeling that a headmasters' training for Heads of general education and those of technical education was sometimes difficult because of some diverging interests". (Van Daele, 1982, p.81). The sixth criterion is very well fulfilled. Personal development of the participants is the specific objective of the seminars.

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The duration as well as the spread of the training sequences (one day every fortnight) is good. In spite of that, the demand of the participants for a "follow up" indicates that an "inservice-training" is necessary.

The objective of training for democratic leadership is not emphatically formulated. In the seminar of the second year, subjects about decision making are analysed and simulated but no special attention is paid to the characteristics and methods of democratic leadership.

The real objective of the first seminar is to make a group of participants themselves, on which they may fall back when they have concrete problems later. But this is not what is suggested by criterion nine, because only headteachers are admitted to the programme. Other staff members and teachers are trained in separate groups.

Conclusion

A lot of attention is paid to the innovation aspects in the Flemish-Belgian "start service". The objective, however, to develop a change-agent and a change-facilitator is not dominant enough. In the Belgian system it is probably impossible to realise that objective in a "start service". To reach that target an inservice programme, designed to prepare teachers to be more effective in facilitating innovation, is needed. But research about the tasks of the headteacher as implementor of innovations and change is still in its infancy. One needs more information about what headteachers do in their schools and about the effects of the actions they undertake. To get this information we propose starting a research project in the different European countries. The aims of this project have to be:

a. The empirical analysis of the different implementation styles used by headteachers,
b. the evaluation of the effectiveness of the different styles.

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FEDERAL REPUBLIC OF GERMANY

DEVELOPMENTS IN THE TRAINING OF HEADTEACHERS IN THE FEDERAL REPUBLIC OF GERMANY

INTRODUCTION

The role of the head teacher in European countries is different. It ranges from the principal as a superior to the teachers with extensive powers, e.g. appointment of staff, determination of the curriculum, etc., to that of an executive who is merely empowered to carry out school policy as determined by the teaching staff in committee, or alternatively, to ensure that directives from local authorities or a central Ministry are legally carried out. Those principals with more limited powers, as is the case for example in Germany, still have personal responsibility for making initiatives, like any teacher or inspector, but their room for manoeuvre is considerably more constrained than it is for colleagues in other countries. As a 'linking pin' between the school and municipal and educational authorities, or between teachers and parents, his role is vital. The success he enjoys depends on his expertise in leadership, management and administration. Development of this expertise depends not only on personality and experience, but also on the quality of training provided for this special task of principalship.

Ideally, training for principals should be associated or integrated with training for other groups, such as inspectors and teachers, in order to develop mutual understanding of objectives and terminology.

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TRAINING FOR THE PRINCIPALSHIP IN THE STATES OF THE FEDERAL REPUBLIC OF GERMANY

The responsibility for education policy and educational planning is determined by the federal structure of government. According to the Basic Law (Grundgesetz) of the Federal Republic of Germany, only a limited range of responsibilities is assigned to the Federal Government. Educational powers are generally assigned to the State government unless otherwise stated in the Basic Law.

Each State organises its own school system and has its own Ministry of Education. Coordination of the educational efforts of the various states is attempted through the Standing Conference of Education Ministers of the Länder (KMK), but due to strongly contrasting political representation in the States, considerable differences in policy are to be found. Similar policy can only be pursued when there is unanimous agreement in the KMK and when the State parliaments ratify these agreements.

In-service education of teachers and principals is organised in State Institutes directed by the Ministry of Education. In practice, there is little communication between the states at the in-service training or school level, so the developments in principal training schemes develop independently with no coordination or exchange of experience or expertise.

Nevertheless, some similarities in patterns of provision in different states have arisen due to the project "Curriculum: Schulmanagement" (supported by the Volkswagen Foundation) which was developed between 1974 and 1977 by BESSOTH. HOPES, PIONTEK and KILLAIT in Lower Saxony, Hesse, Rhineland-Palatinate and, on an introductory basis, in North Rhine - Westphalia.

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OVERVIEW OF THE STATE OF PRINCIPAL TRAINING IN THE FEDERAL REPUBLIC OF GERMANY

In this section a brief overview is given of current training offered to principals in the States of the Federal Republic of Germany (BADEN-WURTTEMBERG, BAVARIA, BREMEN, HAMBURG, HESSE, LOWER SAXONY, NORTH RHINE - WESTPHALIA, RHINELAND-PALATINATE, SAARLAND, SCHLESWIGHOLSTEIN) and BERLIN, which has a special status.

Baden-Wurttemberg

1) Four one-week courses are offered on the following themes:
   - leading and organising the school;
   - pedagogical concepts for the school; pedagogical leadership
   - legal bases for education and instruction
   - personnel and service law: evaluation of personnel (i.e. teachers)
   - the school and the municipal financing authority

The courses are for principals new in office, who come from all school forms, although, as only 10% of all participants come from the Gymnasia (academic schools), they are not always represented. The number of participants, who are not evaluated on completion of the series, is about 25.

2) Courses for teachers aspiring to positions of additional responsibility. Teachers aspiring to leadership positions can apply to attend three one-week courses with the following themes:
   - Leadership and Organisation
   - Personnel and Service Law: evaluation of personnel and counselling
   - Legal and pedagogical bases for education and instruction.

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Participants are given an evaluation, which indicates their strengths and areas needing improvement. A member of the Ministry attends the courses, which enables him to identify promising candidates. This gives an additional evaluative component in selection, rather than other ritualistic methods of selection usually practised. The evaluations are kept in the teacher's personnel file, and can be used for selection criteria.

Bavaria

In Bavaria it is required that new principals must attend in-service training in 'Leading and Administering the school'. However, provision for 100% of new principals in the In-Service Training Institutes is not possible due to limited capacity.

The courses are run separately according to type of school (Grund- and Hauptschulen, Sonderschulen, Realschulen, Gymnasien, Berufsschulen).

The courses are differentiated categories of 'Ausbildung' and 'Fortbildung'.

1. Basic Training (Ausbildung)

   - one-week general course on 'Leading and Administering the School', followed at a later period by a more intensive course, building on the basic content over a period of two weeks with the following themes:
   - Pedagogical tasks and responsibilities
   - Leadership with respect to personnel and colleagues
   - School Law and Administration

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2) Further In-Service Education (Fortbildung)

- open to all principals and offering specialised topics, such as interview and communication skills or topical seminars on special needs.

Bremen

A series of different programmes is offered in Bremen.

1) At the Wissenschaftliches Institut für Schulpraxis (Bremen) seminars over a period of 2½ days are offered once per year. Participation is mixed - both teachers and persons holding positions of additional responsibility can attend. Participants have various lengths of time in seniority from primary school principals with many years in service to newly appointed head teachers from other school types.

Themes:

- Questions about the school system and school administration: legal matters, state parliament school policy, current problems in the schools, etc.
- Training in Personnel Management (Personalführung), chairing staff meetings, conflict management, critical situations.

An average of 25 participants attend, although the number of those interested is much higher.

2) Also at this institute another series of seminars is offered, usually run in the afternoons, on several themes such as:

- Law and Rights of Parents, Professional rights of teachers, collegial (joint) leadership of the school.

As it is considered that not only one career group in the school system should be privileged with special seminars, it is considered proper that also parents and teachers should be able to attend.

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3) The Project 'School Management' at the Lehrerfortbildungsinstitut in Bremerhaven.

This is seen as a Communication Forum for head teachers and also administrators. It gives the head teachers an opportunity to examine their role and their responsibilities and to compare these perceptions with the expectations of other groups.

Themes:

- collegial school leadership, leadership style and school management, school organisation, school administrative law, school/pupils/parents/teachers, curriculum, contact between school and the world of work, politics, media and public relations, information and exchange of experience.

Hamburg

1) Four seminars are offered for experienced head teachers per year. This gives an opportunity for participation at least once every five years for all heads.

Participants: 25

Content: Participants talk about their problems as principal for the first two days. On the last day a talk on current problems in school practice is arranged with the head of the schools authority. On other days there are group discussions:

Themes:

Mistrust in todays' schools; educational problems in Hamburg's comprehensive school experimental projects; school policy problems, political instruction divided between emancipation and conformity; state and private out-of-school educational work; the new School Act and its implications; simulation of the application of aspects of the School Act in the actual day-to-day work of the school; solution of conflict by communication techniques (support of psychology in leadership tasks) (video-feedback); delegation of tasks in the school; the type of school supervision to be carried out by inspectors.

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2) Other seminars are offered to newly-appointed head teachers and heads of departments. Frequency: one or two per year depending on numbers.

Themes:

- Duties of the head as the representative of the school authorities
- Special tasks for the school authorities regarding the school stages and instructional plans
- Supervisory duties, school accidents, liability
- Construction and maintenance responsibilities of the school authorities and district officers.
- Budgeting (teaching and learning materials)
- Care of pupils and supportive measures for their educational advancement
- Personnel law and personnel leadership in the school.

Hessen

Four one-week courses, extending over a period of two years, are offered to principals new in office. Participation is voluntary, but participants are expected to attend the whole series after registering. Principals from all school types work together in the courses. This approach is seen as an advantage in furthering the exchange of information and understanding between different types of school.

Regional meetings are arranged for participants to meet between courses to discuss issues which have arisen in the previous course and to prepare for the following course.

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Ccntent:

Course A: School Constitution; development and realisation of concepts for the school.

School and Law; delegation and responsibilities

The formal and informal school organisation; School Planning and Development in Hesse, Planning and Decision-Making Techniques (I); Office Organisation.

Course B: School Climate, Personnel Management and Planning; Placement of Teachers; Assigning Teachers' Timetables, School Curriculum Timetable; School Law: representation of meetings, Planning Techniques (II); Time planning.

Course C: Administrative Structures: District Schools Office, Regional School Authority, Ministry of Education.

Cooperation in the School System: collaboration between school types and stages; School Law: Rights of Pupils

Course D: Innnovation in the school; In-service training for teachers in Hesse; the Hessian Planning and School Development Institute; Public Relations; Budgetting and Finance;

Protection against misuse of Data Storage and Retrieval Systems.

Lower Saxony

The provision of in-service education for headteachers recognises that, when a principal takes over the position, he has many new tasks with which he is not familiar and for which he is not prepared. Reforms have changed the school and teachers have higher expectations of the principal to be knowledgable about school administration matters. Moreover, the style of working in schools leaves the teachers little affected by happenings outside the school.

Stimulation through new ideas and experiences is essential and can be realised through in-service education.

The courses are intended for principals in the first three years in office. The trainers are inspectors and principals who have been through the courses and can act as 'multiplicators'.

Course 1: School Organisation and School Law; Tasks and Functions of the principal: pedagogical and legal aspects; cooperative form of school leadership team; organisational support in the school; analysis and discussion of legal case studies.

Course 2: Budgetting and Planning.

Setting up a budgetting and control system; methods for generating resources; relations with local municipal financing authority; public relations; school development plans at the district level.

Course 3: School Climate:

Evaluation of own behavioural style; plans for improving school climate; analysis of job satisfaction and motivation of teachers and principals with the purpose of raising both; implementation of teacher counselling; legal aspects in case studies on personnel problems.

Course 4: Innovation in the School: Innovation and Development as a principal's task; preparing and carrying out a field case study on an innovation in a school; positive feed-back techniques; innovative aspects of educational policy.

Participants: There is mixed participation from all school types.

The trainers come from all levels of school administration.

Local Group Meetings are held between courses.

Courses are highly oversubscribed, e.g. 150 for 25 places.

North Rhine - Westphalia

The approach in North Rhine - Westphalia is an attempt to relate administrative, social, pedagogical and policy-making competencies to one another. It is claimed to be in contrast to some projects in other States, which deal mainly with organisational and administrative problems. As a result of empirical research and meetings with participants the following "learning areas" were established:

Leadership style and Organisational Climate;
Assessment of Personnel;
Administration of Personnel; Educational Administration and Innovation; Communication and Information; School and Public Relations; Organisational Development; Assigning Teachers' Timetables, School Curriculum Timetable; School and Law.

The training is seen as having a complementary function to learning by experience in practice by improving job performance. It also has a transformation function in that it must facilitate the realisation of State education policy aims (i.e. Ministry of Education). Thirdly, in-service has a therapeutic function of overcoming the isolation of the individual and enables articulation of job-related problems.

The organisation of the courses is arranged on a Regional Basis. The central institute for in-service training serves as a base for training the trainers. Recent reorganisation of in-service training and financial restrictions have led to a reduction in the number of courses which can be offered, a deletion of heterogeneous participation courses, and separate courses for persons recently appointed to office.

Four aspects are still offered in the training: (1) Organisational Development; (2) School and Law; (3) Leadership Style and Organisational Climate; (4) Personnel Assessment.

Deputy Heads can attend (1) and (2) during the period of one year.
Principals can attend (1), (2), and (3) over a period of 18 months.
Inspectors can attend (1), (2), (3) and (4) over a period of two years.

It is reported that only 180 places can be offered. The number of applicants is about 600.

Rheinland-Pfalz

Several approaches have been made in this State.

1) Regional working groups come together informally to discuss common issues and problems. Principals meet regularly and the meetings are a source of advice and help for those new in office. Specific themes are discussed and visits are arranged to schools.

2) Regional seminars on selected topics are arranged under the guidance of a tutor from the State in-service training institute.

3) Short courses over a period of three days are held at the Central Institute for In-service training of Teachers on such themes as:

- Introduction to counselling and assessing teachers
- School Organisation and School Administration

4) Distance Learning Courses: 'School Management' (Conducted between 1974 and 1979). There were 15 Learning Activity Packages. The scheme had a number of variants. One particularly successful model was the correspondence course with a correction service and 'sandwiched' meetings once per month between units. Occasional seminars of a few days duration were held.

5) A combined In-Service Training and Teachers Training College Academic qualification. An experimental scheme for teachers who do not hold positions of additional responsibility combines studies in an In-Service Training Institute and a Teacher Training College. The participants must attend six one-week courses, take part in regional seminars arranged by the In-Service Training Institute and work towards the completion of a Master of Education Degree (Diplom-Padagoge) in the Teacher Training College.
Other participants, usually head teachers, also can attend the courses held at the In-Service Training Institute without working for a qualification in the same manner as in other States.
The courses are: (1) School Organisation and School Law
(2) Budgetting and Planning (3) Personnel; School Climate
(4) Innovation; Development (5) Curriculum and instruction
(6) Effective Schools; Effective Instruction.
The courses are not only intended to provide information, but also attempt to cover behavioural and attitudinal aspects.

Saarland

In common with practices in other States in the Federal Republic of Germany, it has been observed in this State that a teacher can become a principal without any special preparation.

In the past traditional seminars (afternoon or whole day events) have been held on such topics as school law, co-determination by teachers and principal of school planning, the appointment, promotion and dismissal of teachers, problems of school organisation and school administration, the proliferation of laws and regulations for the school, the problem of courts overriding decisions made in the school, extra-curricular activities, disciplinary measures.

These served as a meeting point for head teachers and facilitated the exchange of information and ideas.

Starting in 1983, the four one-week courses model (as in Lower Saxony) has been introduced.

Berlin

The objectives of seminars held in Berlin are that:

- through being better informed the principal should be able to carry out his pedagogical and administrative duties optimally.
- the principal should be involved in the planning of innovations so that he can help assist in school reform measures and implement them.

There are two approaches:

1) Berlin Principal Seminars: Exchange of experiences; talks by experts, questions, group work and discussion; Role playing.

2) Courses are offered in: (1) School Administration, School Law and Budgetting, (2) Personnel Leadership (3) Current Problems in School Policy.

Schleswig-Holstein

There are two approaches currently used in Schleswig-Holstein.

1) Seminars in School Administration and School Law held over a period of three days. These are offered twice yearly for principals in Primary and Common Schools (Grund- und Hauptschulen) Semi-Academic Schools (Realschulen),

and Schools for the Handicapped (Sonderschulen). The nature of these seminars is clear from the title and duration.

2) Another approach recently reported (KLYNE 1983) has been developed from training for teachers to be counsellors.

As a result of the positive experience gained, it was suggested that principals should also have training in communication skills. (Gesprächsführung). A new series of seminars has been established for principals of larger Primary and Common Schools.

Three four day seminars are run by psychologists regularly employed in the Psychological Service of the Ministry of Education in Schleswig-Holstein. Actual experiences from everyday school experiences are worked into role play situations. A trusting atmosphere has to be established to allow the participants to risk exposing their normal professional behaviour in front of colleagues.

Examples of themes:

Talking to a teacher who persistently arrives late for lessons;

talk. with teacners with responsibility for teaching the same class, but with completely different styles; talks with parents complaining about a particular teacher.

Later in the seminars, theoretical concepts, based on the writings of ROGERS and GORDON, are introduced.

Some approaches by trainers and a comparison with developments in the Federal Republic of Germany

1) Courses with a missionary purpose.

Courses are sometimes based on the commitment of the trainer or team of trainers to impart their solution to the principals. In the absence of the concept of planned development in principal training (cf. GLATTER, 1983), the slightest attempt to fill the vacuum is welcomed. The rightness of the approach seems self-evident, such as 'training for democratic leadership', 'training to be a change agent' or 'effectiveness in mastering regulations applying to school administration'. Although having a particular thrust they can be quite comprehensive in their scope. For example, a trainer might pursue a policy to attempt to give principals a comprehensive 'qualification' through a course of studies, which is typical of some North American approaches. In Germany, developments by outside experts in the middle 1970s had this bias. A disadvantage in this approach is that too little attention can be given to individual needs.

Gradually these have been taken over by the In-Service Training Institutes and modified by the practitioners, leading to the Encyclopaedic approach.

2) Encyclopaedic Approach

Realising the shortcomings of the missionary approach, other trainers attempt to supply all knowledge relating to the principal role in daily practice. A problem with this approach is that it can become too course oriented. Pressure is on to get through all conceivable aspects of a principal's role without proper emphasis on key issues. Too little time can be allocated to the practice of skills to be mastered.

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3) Competency Development.

Courses or schemes can be offered to principals to develop competencies in many areas of responsibility. They are more behaviourally-oriented than the encyclopaedic 'course' approach. As more attention is given to individual needs, they may fall short of satisfying the needs of the system. Most trainers in Germany seem well aware of the latter and there are no examples of this approach.

4) Skill training.

In avoiding the temptations of the other approaches, some trainers are more modest, though no less bold, in limiting their energies to concentrating on one particular skill, which a principal must have before he takes up office. Thus, if the evaluation of teachers is a task of the principal, it is reasonable to propose that any new principal should have adequate knowledge and practice in this field. If he has not been an assistant in the training of probationary teachers, as is sometimes the case in Germany with teachers training novices in their second phase, he will have had no practice in this activity. (A study by HOPES in 1983 showed that in one group of 70 trainee principals, 40 had not had this experience.) Some would argue that without experience or training it is irresponsible to let him exercise this duty. In Rheinland-Palatinate intensive efforts have been made to provide courses to train the skill of teacher evaluation.

5) Courses designed to increase the headteacher's self-concept and to promote self-realisation.

There are no examples of courses specifically designed for this purpose, but in some of the reports (North Rhine - Westphalia and Rhineland - Palatinate) there is a distinct awareness of the necessity of providing training for principals which would implicitly cover this dimension.

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Most participants overcome their sense of 'loneliness' and feelings of perplexity when they share experiences with other principals and trainers. They are relieved to find that they are not alone with particular problems, which they felt to be of their own making, and learn many situations are typical for persons in their position.

Many of the courses have as one of their aims the clarification of the head's role, which would be a positive contribution to self-concept. On the personal level, there is no evidence of such methods as Group Dynamics as a training process to improve the self-concept of individual participants.

Processes contributing to the need for training

The process of professionalisation

The growth in the provision of courses for principals in the late 1970s and early 1980s demonstrates recognition of the need to give persons in positions of additional responsibility a better basis for making decisions. As KIESLICH et al (1983) stresses, teachers expect a principal to be well-informed. The head teachers must be effective chairmen of staff meetings and be in command of every situation with staff and other authorities.

The process of democratic leadership

In the courses offered in many of the States, it is regarded as essential that the principal's leadership style takes account of the opinions of others. An authoritarian style is not only ineffective because of the consequences for long-term motivation of colleagues, but in most states, other groups, such as parents and teachers, are legally entitled to participate in decision-making processes.

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A principal has to learn how to mediate between the demands of educational policy and the expectations of these groups. He also has to ensure that decisions taken as a result of the wider sharing of responsibility are in accordance with regulations and educational policy.

The process of social change and technical change

At first glance, most of the courses appear to deal with the role of the head teacher in school. They are somewhat introspective and do not look outward to processes of social and technological change. More attention could be given to providing time during courses on 'Change and Innovation' to the more long term effects of external influences on the school.

The process of increasing political pressure

As a loyal civil servant, a German principal is in a difficult position when defending education against political pressure. The lack of autonomy of the school and the limited powers of a German head teacher prevent him from actively becoming involved in political strife. On the one hand he is bound to follow the directions of the political policies of his Ministry of Education. On the other hand he has to respect the opinions of representative groups legally elected to participate in decision-making (parents' councils) and the formulation of internal school policy (teachers and personnel councils). His position is not to be envied, and it is small wonder that so few apply for vacant positions.

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Some general characteristics of training for principals in Germany and a response to the notion of providing training to facilitate their role as a change agent.

Inadequate provision of training

It is generally recognised that often teachers take over the position of head teacher without being properly prepared. All voluntary programmes are heavily oversubscribed. This reflects the urgent interest which principals have in their own professional development. Training is only obligatory for principals in Bavaria, but even there the capacity is limited and not all new principals can be given courses immediately.

There are no preparation programmes for designated principals, before they take up office. This is a serious shortcoming in the concept of a scheme of training.

Courses are called 'Further (in-service) Education' (Fortbildung). They are in fact initial training courses (Ausbildung).

There is a need to solve the problem that provision is sporadic and fortuitous. Some form other than the current voluntary approach must be found. Ministries of Education and In-Service Training Institutes should be encouraged to review priorities and ensure proper provision of training for all new principals. Individual needs must be identified during the selection process so that proper compensatory measures can be undertaken at the earliest stage. 'Previous experience' is not sufficient training for the many new tasks of a novice principal.

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The quality of training and trainers

Persons taking up positions of additional responsibility deserve high quality training and excellent trainers. These aims cannot be achieved if we think that an experienced principal using the racconteur, anecdotal, how-to-do-it approach is an ideal trainer. Yet this is sometimes thought to be an adequate solution. There is the danger that the untrained practitioner-trainer might have no disciplined conceptual framework, which is already available in leadership, management and administrative studies, but is largely unknown to school teachers and administrators.

On the other hand, the 'academic' trainer from a university or teacher training college must be prepared to adapt 'theory' to the world of the school. Practitioner-trainers tend to reject management, organisation and administrative theory. The problem is that each practitioner-trainer then comes with his own 'theory' about leadership and management. The integration of 'experience of practice' and 'knowledge of concepts' would be a positive contribution to the quality of provision.

Conclusion: the aims of training

The aims of training for effective school management are more far-reaching than the single aspect of stressing the influence of the role of the head teachers on teaching for a changing society. There are many more specific and general aspects of training (see for example Appendix A). These specific and general aspects cause those concerned with the provision of training the problem of deciding what priority should be attached to the several dimensions of leadership, management and administration. Moreover, many different persons or groups try to have a say in what that content should be (see Appendix B.)

The 'change agent' role for a principal is readily recognised as commendable. It could easily be included in current modules on 'Innovation' provided in training provision in the Federal Republic of Germany. It is, however, only a part of the whole spectrum of needs which should be covered. When a principal has been properly prepared to carry out his tasks more effectively (delegation, effecient management, competent handling of relationships with individuals and groups, etc.) he is in a better position to move towards the ideals of the 'change agent' concept. Only when there is the recognition of his ability as a head will his role as philosopher/change agent be accepted. Proposals of a cross-European nature to facilitate the principal's role as a 'change agent' will remain nebulous, unless they are anchored in the more specific areas of knowledge and behavioural education with which trainers in educational leadership, management and administration are familiar.

C. HOPES.

Appendix 'A': Professional Development Needs related to Effective School Leadership

Personnel Management
- planning
- recruitment
- development
- appraisal
- experience in teachers' in-service education and training
- management of professional and non-professional staff

Interpersonal Skills
- communicating
- motivating
- counselling
- handling conflict
- committees and chairmanship
- group behaviour
- group leadership

Self-management
- managing stress
- management of one's own time
- self-awareness
- self-development

Institutional Planning
- assessing information from within and outside the school
- forecasting trends and needs
- determining policies and priorities
- institutional evaluation (organizing, reporting results, discussing results)
- determining policies, goals and values

Resource Management
- estimating
- budgetary control
- financial management

Curriculum Skills
- development of the curriculum
- management of the curriculum

Management of Innovation
- creating innovations
- reacting to innovations
- responding to innovations
- implementing

Organizational Skills
- devising internal management structures
- devising academic structures and record systems
- allocating duties and tasks
- understanding the school as an organization

Relating to Governmental Systems
- reporting to regulatory system
- reporting to Regional, State, National system
- negotiating with regulatory system
- negotiating with other authorities
- experience in administration

Relating to the Local Environment
- community
- public relations
- relation to professional groups
- parents
- church
- local industry
- culture
- press
- politicians

Knowledge of Laws
- law in relation to school
- personal rights
- youth and social laws

Educational Leadership
- supervision
- advising
- methodology
- discipline
- school events

Relating to Pupils/Students
- dealing with individuals and groups
- dealing with seriously disruptive
- dealing with seriously disturbed

School as a System in relation to other Environmental Systems
- system analysis

Developing a Philosophy of Headship
- role of the head
- styles of headship
- awareness of values in relation to managing
- approaches to managing

Source: HOPES, C (ed.) European Forum on Educational Administration Report on the Intervisitation Programme in the Federal Republic of Germany, 1980 Frankfurt: Deutsches Institut fur Internationale Padagogische Forschung 1981

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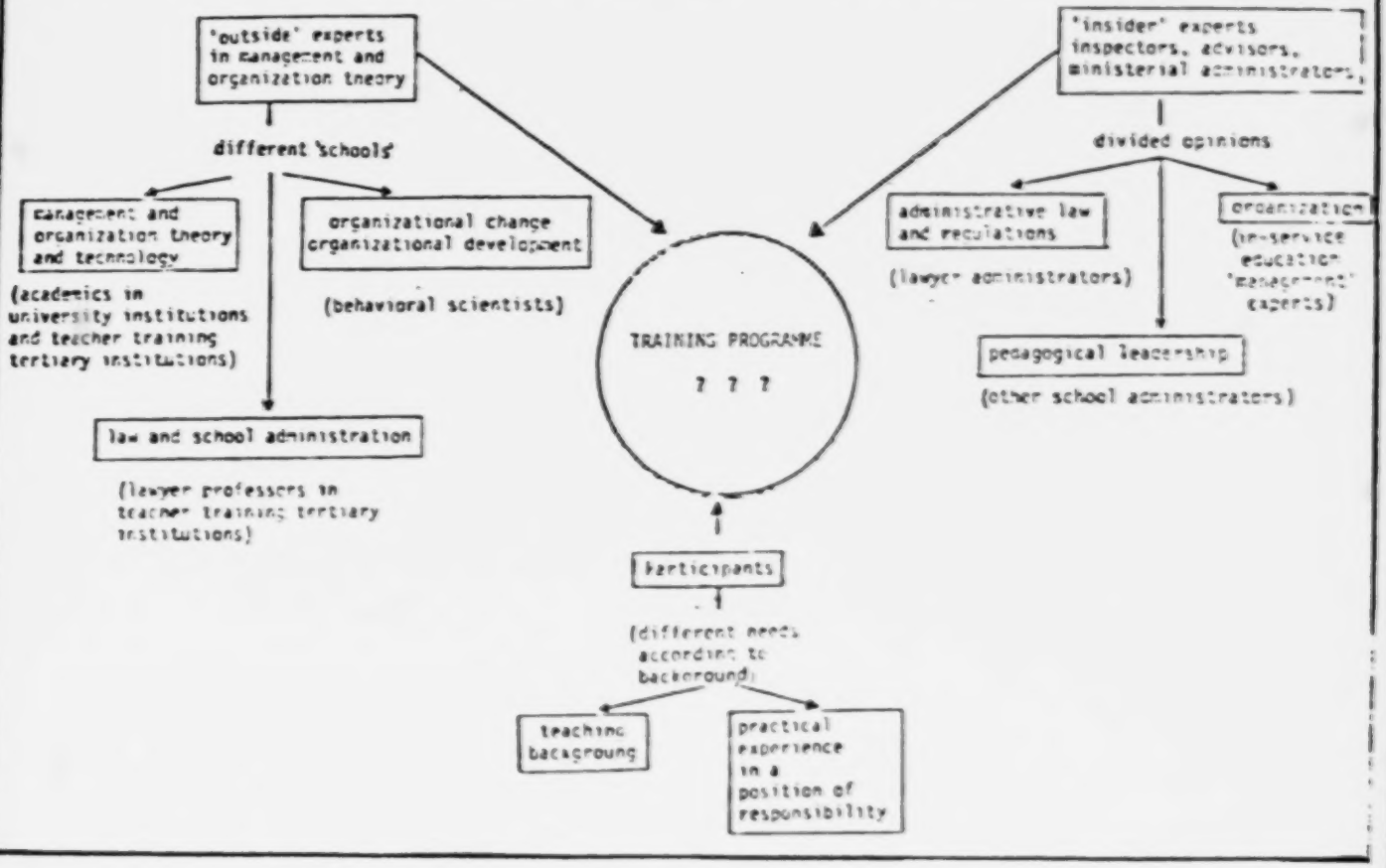
APPENDIX 'B'

Appendix 'B' Diagram showing perspectives on approaches to the training programme



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FRANCE

THE PREPARATION OF HEADTEACHERS FOR THEIR ROLE IN THE CHANGING SCHOOL

The study of the state of headteacher training for changing schools within a European context leads us to consider first what is the preparation in our own country, France.

In the first part we shall outline the methods of headteacher recruitment and the official organisation of their training.

Next, by means of examples, we shall analyse this training along two different axes: one considering the typology of training courses, the other considering the processes which may promote change.

We shall restrict this study to the training of secondary headteachers, since the training of primary heads is very scanty, indeed almost non-existent, while that of the directors of training colleges is highly specific.

We shall also restrict this study to the public education system which represents 65% of secondary schools (7247 public institutions, 3889 private ones).

I. OUTLINE OF RECRUITMENT METHODS AND INITIAL TRAINING

1. RECRUITMENT

Headteachers are recruited from those entered on an approved list. In order to be entered on the list, candidates must meet conditions on age, seniority in the teaching profession and qualifications. Secondly, they must be selected at departmental level, at the level of the academy and at national level.

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a. Conditions

Age: at least 30 years

Seniority: at least five years experience as a qualified teacher

Qualifications: the agrégation or (for a college) the status of qualified teacher.

b. Selection

The characteristics which theoretically serve as criteria for selection are those upon which the success of a headteacher depends essentially: motivation, capacity for leadership, personal qualities, including force of character, presence and natural authority.

The first stage is an intial assessment of the type and style of the candidate's work, undertaken by the headteachers. This preliminary stage is concluded by a group session with all the candidates from the one department, held during September or October.

The second stage is the selection proper, and it takes place at three levels:

- At the departmental level, the candidate's dossier is completed at the local level by a report from the headteacher on the application, on the personality of the candidate, his or her role in the school, the interest he takes in educational activities and the quality of the results he has obtained. This report is followed by an overall evaluation and a prediction on the candidate's aptitude for a headship.

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The Inspecteur d'Académie receives the dossiers of the candidates in his department and organises an interview with each candidate before a panel which he chairs and which comprises different members of the education profession.

Having gathered this information on the candidates in his or her department, the Inspecteur d'Académie forwards the dossiers to the Rector of the Academy (each Academy comprises several departments) with his or her personal opinion on each candidate and a rank order of dossiers.

- At the level of the Academy: the Rector of the Academy examines the dossiers forwarded by the Inspecteurs in his area in consultation with the Inspecteurs and the Inspecteur Pédagogique Régional de la Vie Scolaire. He meets some of the candidates and gathers the opinions of the specialist inspectors of the different subjects in the region, with the Academy's head of inservice training and with other interested bodies.

  He then finalises each candidate's dossier, empnasising each candidate's profile so tnat an assessment can be made of the candidate's suitability for the particular post.

  The applications are then classified into two categories: the stronger are classified in order of merit, the weaker in alphabetical order. This classification is decisive since only the first category will proceed to the national level.

- At the national level: the government stage takes place in January and February. The final list is determined according to the advice of the Rectors, the General Inspector of state education, representatives of trade union organisations and consultative bodies of peers. As indicated above, this list draws almost always only on the first of the two categories submitted by each Academy. Furthermore, the number of lycées is so small that at most it is only the first two from the Academy lists who will be considered; and lycées vary so much that the appointment will be made according to the individual profile of the candidate rather than according to his or her wishes.

Finally, each candidate who has made it to the final list one year, without being appointed to a headship that year, must undergo the whole process of selection again the following year.

2. TRAINING

This is given to all those who make it to the final list. It starts after the spring holidays and takes 11 weeks. It is reduced to 10 days for candidates who have already held administrative positions.

This training is now decentralised - that is to say it is delegated to educational training teams in each Academy. These teams have an informal organisation, comprising secondary school headteachers, departmental inspectors (authorised to inspect elementary schools and some secondary schools), regional inspectors, and other educational and guidance staff.

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The national administrative training service is directed to undertake the training of these regional teams, to provide them with assistance on methodology, to supply documentation and to ensure coordination between the different teams.

The 11 week training period falls into three parts:
The first part consists of a 4 week course in a school similar to the school in which the candidates will ultimately work. The headteacher will involve the trainee in his work and his responsibilities. Generally this training period is in two parts, and in two schools, and the trainee can also make contact with the schools related to the one in which he or she is based.

During the second period, a 5 week period, the trainees of the same Academy are brought together for an introduction to different aspects of their work as heads:

- administration and management
- educational leadership and innovation
- personal relations with teachers, other staff members, pupils and parents, external relations with local officials and with local industrial and cultural leaders.

Various methods are used during this introduction - lectures, debates, discussions, visits, investigations - drawing upon modern teaching methods.

During the third period, a 2 week period, candidates may undertake a training session in a firm.

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This training continues during the head's first year of service through short group sessions organised by the Academy team. During these sessions trainers and trainees together seek solutions to the problems which confront the new heads.

II. ANALYSIS OF TRAINING COURSES

We can relate different training activities in the programme outlined above to theoretically recognised pre-requisites to successful headship. In order to study the relationship we have taken some examples from different academies.

1. INFORMATION ON THE MISSIONS OF A HEADTEACHER

This information is not explicitly provided for in the programme except in the information which preceded the candidate's application; it is then there to motivate the candidate.

During this period, the information is given by the headteacher of the school where the prospective candidate is already teaching. It is then amplified by a preparatory day organised by the Inspecteur d'Académie at departmental level. This takes place in September or October, and it is a brief session undertaken by those who will have to make a first selection of candidates. It is therefore better to consider it as "information and selection", rather than "information and motivation". It is however fair to assume that a candidate, before submitting an application, will have taken other steps to inform himself about the role of a headteacher and will already have developed his or her own views.

Although this information is not explicitly contained in the initial training programme which follows short-listing, it is clearly implied by all the training activities which are run by the Academy team.

By taking different examples from training programmes, we can assess whether all the missions of a headteacher are considered:

For example, at Rouen-Amiens, in 1980, we can cite amongst the themes considered: the role of the headteacher; school and class committees; relations with pupils and with elected members; the headteacher and his relations with the public authorities; financial management; resources; the administrative team; guidance; evaluation; timetables. There was a day within this programme devoted to the role of the headteacher. It thus appears that within this example not only was each mission considered, but also the totality of the role.

During the previous training attachment it is likely that the trainee will have gathered first-hand information on a headteacher's mission through observing a head at work and in discussion with him or her.

2. THEORETICAL TRAININC IN ADMINISTRATION AND MANAGEMENT.

This is intended to develop managerial competencies and to give to the candidate the technical skills which are necessary for the administration and the management of a school.

This training is necessary since it must be emphasised that candidates are chosen on the basis of a quality of their teaching and not on the basis of administrative and managerial skills which for the most part they have not had the opportunity to demonstrate. These are two very different things.

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This training can be split into:

- a period of observation during the school based training week:
- a period of theoretical apprenticeship during the group study weeks.

For example, at Versailles in 1979, a training week was planned for "administrative financial and supervisory matters". Further, for some candidates, a four day training period was planned in the administrative department of an Inspection Academique.

At Amiens-Rouen, in 1980 there were two training days with the following programme: "budget - workshop sessions based on documents; budgetary exercises - accounting - then practical exercises".

A survey of the training programmes given in twelve of France's 27 Academies in 1981 leads to the following conlcusions: trainees are asking for more practical advice, for more concrete advice, for "tips", for example, on planning for and seeing through the beginning of the academic year. Information given orally has the major weakness that it can be seen as an ex cathedra statement, not always tailored to the audience. Recent information is placed in the hands of the trainees in too great quantity, and not always at the right time. It often requires further explanation (for example on financial matters). However there is a development towards the creation of systematic links between theory and practice and towards the provision of pre-course documentation, particularly in relation to the role of computing in financial management and in budgetary procedures.

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3. TRAINING FOR LEADERSHIP

This takes place during the same five week period and can be analysed into two parts: training for curriculum leadership and training for the establishment of links with other members of the educational community: inside the school (teachers, non-teaching staff and pupils), and outside the school (parents and community leaders).

In many instances we find as a focus of study: the head teacher "centre of a network of relationships", "role play: the school council", followed by "general ideas on the conduct of meetings".

In another course we find a week devoted to: "teaching questions and questions of personal relationships - decision-making - questions on marking, strikes". In a further week we find: "relations with other schools".

We have found in the programme of a course in 1982: at the beginning of the course: the educational community, the educational team - how best to know your school and its environment. In the middle of the course: a televised panel: parents; a day devoted to educational projects; extra-curricular activities; together with reference to relations with pupils, new institutions and the public authorities, relations with unions, the head teacher and the media. At the end of the course: a study of the head teacher as the centre of a network presented in the form of a case study.

This problem can be tackled in a different way. Thus in one of the programmes we find as a discussion theme for the phase in industry: "relationships inside the firm - the distribution of information".

It is thus clear that this training is included and is approached in various ways.

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4. LINKS WITH THE OUTSIDE WORLD

We have in fact already approached this problem in the previous paragraphs, particularly in connection with the links of the head teacher with the public authorities, the media and so forth.

We shall now also note some themes which we have not yet referred to: "School and Society", "the Nora report" (published in 1978 on the information society and topical in 1979, the year of the programme in which it appeared). A further example is "partners in extra-curricular hours".

Primarily, we should note the possibility of an industrial training period. This is however often limited to a week, or even to three or four days. This seems very little if the trainee is really to enter into an area of society which is completely different from his own and to understand its problems sufficiently to take them into account in planning the necessary links between school and professional life.

We see from these examples that in one way or another the training which is provided takes into account all the necessary elements in the training of a head teacher.

We should however note that although these various elements appear they do so only to a very limited extent and that in consequence they have different results according to the nature of the trainee group:

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- if this training is given to trainees who have not received, or who have not searched out, pre-course information, it can only serve as an awareness course, as a preliminary; in this case the real training must take place on the job and in the course of the training days which are subsequently provided.

- if this training is given to trainees who already are well informed, it then serves as a sort of review of earlier learning and also serves to open the minds of the trainees to new possibilities through the interaction between the ideas of each participant, both trainers and trainees.

Finally we should note that we have considered examples of the programmes which we had. It is evident that we should look behind the words of the programmes to analyse the spirit in which the training is undertaken. The overview, which we have already spoken of, indicates the diversity of the totality of training courses. This diversity is natural in any decentralised operation.

All that we can say is that the structure for creating an effective training programme exists. The length of time provided is in our opinion insufficient, and the quality of the training depends upon the quality of the trainers. The SFA which trains the trainers at the national level should ensure a degree of commonality in the spirit in which the training is undertaken throughout the whole of France.

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III ANALYSIS OF CHANGE PROCESS

The change undertaken in France offers schools a possibility of a degree of independence and of a certain dynamism in the context of a School Project which takes into account all the elements of development: development of pupils' attitudes, of their wants and of their needs, development of teaching methods and teaching technologies, and of the content of teaching, development in the world outside the school; and all this in a limited time span, thus requiring continual updating.

In this context the head teacher has the same tasks as he or she has classically had, but there is a difference in the way in which they should be undertaken: "it is no longer a matter of administering a fixed structure at a constant speed, but of managing the present and the future by dead reckoning, and with regard to specific effectiveness" (reference 1).

Future head teachers must thus be trained in management techniques.

1. MANAGEMENT AND ADMINISTRATION

These used to be the foundation, they are now no more than subsidiary tasks. It is nonetheless clear that the head teacher must master them in order to assert his leadership on the administrative team which is responsible for the School Project. Further, this mastery should permit him to overcome problems in such a way as to free himself from material demands and to find the necessary time for reflection.

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The overview already referred to notes explicitly that while the academic teams wish to create a new set of attitudes amongst the trainees, to bring about change and to appeal to their capacity for self-instruction and self-development, the trainees on the other hand ask for more substantial and more concrete practical information.

This clearly expresses the inadequacy of this training, which is much too short for the beginner. It is widely recognised that lack of knowledge on the part of the future head teacher can only lead to authoritarianism, and this is completely contrary to the spirit of the School Project where, on the contrary, responsibilities should be shared and should be supported by the sort of discussions which should lead to each participant being committed to the decision made.

We shall further make the following remarks:

- the trainees, at least in the preliminary selection phase, are chosen by administrators who are themselves trained according to the old model and who have not necessarily changed their viewpoint.

- the training placements are often undertaken in schools which do not have the School Project because so far there are only a few of these.

It is therefore doubtful whether beginner head teachers can launch a change process (and this is much more difficult than maintaining one), since they will lack the necessary mastery of the administrative machine, since they would in general not have been chosen according to the new perspective and since in doing their training course they will only have observed old practices. These remarks are clearly always pertinent when a change is being launched.

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2. DECISION MAKING

In the context of the new conception of a head teacher's role, an important new factor appears - decision making.

Since the system is now in a state of constant evolution, the head teacher no longer has firm guidelines as in the old conception where his task was essentially to apply the directives which came from the central administration, and his decision will only allow him to attain his objective if he has been able to create a situation favourable to its attainment.

In the examples to hand, this training for decision making does not in fact exist. The organisers have certainly considered it, since we find in one of the training programmes a half morning devoted to "case studies on the levels of decision making", and in another a specific case of decision making. But this is very little for an activity which is both so difficult and so novel in the French system.

During the placement stage the head teacher probably associates the trainee with his decision making. But on the one hand, the remarks made above still apply, and on the other hand, in such a short period of time, the range of decision making situations will certainly be limited in number and in diversity.

The industrial placement can also be helpful since the leadership of a School Project is very similar to the technique of "management".

We shall note in this connection that in 1983 a number of head teachers and prospective head teachers took part in a study session at the National School of Public Administration in Quebec.

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This institution receives trainee teams from private industry and from the Civil Service side by side. In this way the French trainees were able slowly to realise the utility with which they could use management techniques in their day to day work of school management. The analysis undertaken by one of the trainees (ref 2) is very interesting in this connection. In particular, so far as decision making is concerned, the writer emphasises the importance of communication and of motivation as means of obtaining a superior outcome through the creation of a climate of confidence in the team. "It is necessary to realise in the working of a teaching institution the forces of resistance to change: amongst the teachers the weight of the system which has only encouraged innovation and originality for a few years; amongst the non-teaching personnel a deep-rooted tradition of job demarcation...: amongst the children and their parents an excessively long tradition of passive acceptance of schooling without considering the question whether they should intervene". Consequently a head teacher who is leading a School Project must make a particular effort to develop communication and motivation amongst his team in order to give each member scope for using his imagination, his ingenuity and his creativity in the realisation of objectives for which he feels himself responsible.

3. THE FORMULATION OF SCHOOL POLICY

This is also a novel characteristic of the head teacher's role, and one which brings him closer to the role of manager.

In the examples which we have (and which precede the creation of School Projects) a general consideration of certain educational problems is proposed for trainees. We may quote: children in difficulties, including the maladjusted child; violence and criminality; drug addiction and alchoholism; young people and work".

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The school placements alternate with the group study periods so that they are viewed as "a complex of concrete experiences to be brought together subsequently and analysed theoretically, or... as a practical application of learned principles".

Nonetheless we cannot conclude that the training of head teachers at present enables them with confidence to be the initiators of this evolution in the education system. The following are the reasons for this conclusion. It is much more difficult to embark upon an evolutionary movement than to maintain one. Consequently in this period of transition the training of head teachers must be reinforced both on the level of acquisition, of management and administrative skills as on that of initiation in decision making, in communication with the staff team and in the motivation of the different members of the educational community. An inadequate training will necessarily leave the head teacher to impose himself in an authoritarian manner and consequently to deviate from the true purposes of the School Project which will necessarily lead to the failure of this important reform.

It is not only true that the length of the various components of training is insufficient; we must also reckon with the fact that during this transitional period not all trainers have accepted this idea of change, and it is clear that the majority of practical placements are undertaken in schools where the change policy has not been sufficiently applied. It is therefore essential that these inadequacies should be made up through an extension of training.

Finally the conclusions of the trainee at the Quebec National School of Public Administration are very relevant. In order to achieve this fundamental change in the role of director it is essential to break out from training in the closed circle of the education system. Present industrial placements are laughable for their brevity.

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But we have nowhere found a general consideration of the fundamental role of education and the formulation of school policy which should derive from it.

New head teachers seem inadequately prepared for the necessary management of climates of opinion towards educational problems. For some time the school was no more than a closed community where one went to acquire knowledge and gain diplomas. In the changing school, it is a constituent part in an educational project in the creation of which the whole educational community participates.

It is therefore absolutely necessary that trainees should undertake a preliminary consideration of these questions.

CONCLUSION

So far as France is concerned the School Project is the change agent. But the School Project can only be realised by a head teacher who is in possession of the technical and social skills which will enable him to develop the spirit of cooperation within his staff team, who has the conceptual ability to analyse general aims, operational aims and specific and feasible tasks - that is to say by a head teacher who is in possession of the capacitites of a true manager.

We have an informal and decentralised structure, and the academic teams, which should prepare future head teachers for their tasks. The overview of their work already referred to emphasises the development of the work of these teams, their desire to relate their work more and more closely to on-the-ground reality, and to bring theory and practice into closer liaison. For example, the chronological sequencing of the various parts of the training is not as rigid as appears in the first part of this report.

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A training which was undertaken alike by head teachers and by the managers of industrial and commercial undertakings would be enriching for all concerned and it would lead to exchanges both during and after the training period. This would certainly be a rather revolutionary idea for France, but it is an idea which is gaining ground and has already been partially implemented.

On the European level it will certainly be possible to implement a proper training for school head teachers. The development at the European level of exchange of practices can only be one evolutionary factor for our very diverse education system.

To sum up, the necessary structure in France is in position but it has to be developed further to strengthen the initial and in-service training and to be open much more widely towards other sectors of society and towards other European education systems if we wish the head teacher to play a fundamental role in the evolution of the school.

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N.B. The references are taken from unpublished documents of the Ministry of National Education and from:

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"Le projet d'Etablissement" par LES AMIS DE SEVRES no 4 December 1983, edité par le Centre International d'Etudes Pedagogiques, 1 Avenue Leon Journault 92310 Sèvres, France.

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Ref 1: Le projet d'Etablissement: autonomie et dynamique de l'etablissement par Maurice VERGNAUD, Inspecteur General de l'Education National

Ref 2: Du bon usage des techniques du "management" dans la conduite d'un projet d'etablissement, par Jean-Charles CAYLA, Principal du College de Jassans.

H. DELAVAULT

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HOLLAND

NEW CURRICULA AND THEIR IMPORTANCE TO HEADTEACHERS

HEADTEACHER TRAINING IN THE NETHERLANDS

INTRODUCTION

INSTITUTIONS INVOLVED WITH THE TRAINING OF HEADTEACHERS

In accordance with an old and well-tried Dutch custom, education in the Netherlands is carefully divided among the three confessional-political groups, viz. Public institutions (state- or municipal), Protestant institutions and Roman Catholic ones. That holds good for the teacher-training colleges involved with inservice training; as for those institutions that work inservice training only, the so called "educational centres".

In addition to this clerical divided pattern, there is an independent institute called "Interstudie" which is outstanding in the field of school organisation and educational management.

THE HEADTEACHER AS A CHANGE AGENT

- Elementary school ("basic School").

By 1985 nursery and primary schools in the Netherlands will be structurally integrated into "basic schools" for children from the age of four to the age of thirteen.

Since the curricula of nursery- and primary school are quite different, great changes are taking place in the field of elementary education and what role can there be for the headteacher?

- Secondary school

Changes in secondary education have been taking place ever since the so called "Mammoet" -law, about 25 years ago. (Mammoet = mammoth)

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Several different school types were integrated within large institutions for secondary education. Therefore the task of the headteacher became more complex and there arose a need for professional development.

- Higher vocational training

In the field of higher vocational education we are on the threshold of an operation of scale enlargement and concentration. It therefore seems necessary to improve the knowledge of and the insight into the management of much larger institutes than we are accustomed to now.

TARGETS OF THE HEADTEACHER TRAINING PROGRAMMES

Several changes in school organisation and in society demand different roles of the headteacher and in accordance with it, different skills.

The main targets in the headteacher trainer programmes in the Netherlands are concerned with:

- improvement of knowledge of and insight into the school as a constantly changing organisation;
- improvement of skills which are required to function in management, such as developing competence in a variety of things like fusion, integration, designing new organisations;
- improvement of sensitivity to co-operation processes within or between various groups (e.g. to make a headteacher a democratic leader);
- improvement of the headteacher's self concept and self realisation, especially where women administrators are concerned.

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SECTION I

HEADTEACHER TRAINING PROGRAMMES FOR "BASIC SCHOOLS"

In 1985 primary schools and nursery schools in the Netherlands will be fused into one "Basic School". The changes consequent upon it, together with changes in society cause many problems for headteachers. Many headteachers see it as their task to support especially the older teachers, who have great difficulties with changes in education. But also many parents turn to the headteacher with problems such as divorce and unemployment, in these cases the headteachers often help making contacts with relief workers.

Social and structural changes inside the school enhance the need for headteacher training courses in primary education in the Netherlands.

What are the targets of headteacher training programmes in primary education in the Netherlands?:

1. First there is a course of school organisation and management for headteachers of primary and nursery schools in office.
   From their own situations at work, problems are explored and skills trained.
   Topics are:- dealing with your own time;
   - delegating,
   - watching over objectives;
   - planning and taking decisions;
   - discussion techniques;
   conducting social talks.

It has also tried to give participants some insight into their own leadership against the background of their own changing organisation.

2. To avoid the headteachers losing contact with the team of teachers in this process, there are also basic courses of school management for teachers who are not headteachers themselves. The changing social requirements, demanding a more democratic leadership, also demand a different way of functioning in a team.

3. In order to get more women interested in becoming a headteacher there are also courses exploring the field of school management, which are especially meant for women. These courses are open to women only and they are also conducted by women

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The aim is to give women a better insight into their position and the opposition they experience in their work. The training especially focuses on dealing with inside resistance, which leads to a change of attitude, causing more women to make the step to becoming a headteacher.

4. Multi-headed school management.

One of the most important problems in the fusion of nursery and primary schools is the school management. Who is to become the headteacher of the new basic school: the headteacher of the primary school or the headteacher of the nursery school? It is feared that the headteacher of the primary school will automatically become the headteacher of the basic school after the fusion.

An explanation of this can partly be found in the fact that in the view of many people the primary school still has a higher "status" than the nursery school. It is also of influence that teams of primary schools are generally much larger than those of nursery schools, which plays a far from negligible part in the decision as to who is to become the headteacher.

Any process involving a rise or decline in status of people usually goes together with tensions and conflicts. The fact that two people with a managerial position are involved does not make things easier.

In the Netherlands more and more people consequently plead for a multi-headed school management in "basic" education. They say it will guarantee continuity and secure the attainments of both nursery schools and primary education.

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SECTION II

HEADTEACHER TRAINING PROGRAMMES FOR SECONDARY SCHOOLS AND HIGHER VOCATIONAL TRAINING.

The foundation "Interstudie" is the most outstanding institution in the Netherlands in the field of headteacher training for secondary educational education.

They organise various courses, for instance:

1. basic course;
2. course for management teams of colleges of education;
3. course for heads of department H.B.O. (Higher Professional Training);
4. system training;
5. personnel management course;
6. course for female teachers.

1. BASIC COURSE

For whom: The basic course is meant for all those having a key function in the management of schools and institutes for secondary education and higher vocational training.

Targets:
- improvement of skills with regard to a systematic approach to problems;
- improvement of knowledge and insight into the school as a constantly changing organisation;
- improvement of sensitivity to co-operation processes within or between various groups.

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2. COURSE FOR MANAGEMENT TEAMS OF COLLEGES OF EDUCATION.

(primary education)

For whom: This management course has been set up for the new management teams of future colleges of education (start of new colleges: August 1984).

Also other key functionaries in the institution can take place on these courses.

Targets:
- improvement of knowledge, insight and skills, required for planning, organising, leading and
- controlling fusion - and mainly integration processes;
- to learn to make a more efficient use of external support;
- stimulation of team-building among the new management.

3. COURSE FOR HEADS OF DEPARTMENTS OF HIGHER PROFESSIONAL TRAINING

For whom: This course is meant for all heads of department of institutes for higher vocational training.

Targets:
- improvement of knowledge and insight into the management of a section-department-discipline within a larger institute;
- determination of targets, planning, providing means;
- improvement of insight in the roles of the head of department (influence and power, practical way of action, style of leadership).

4. SYSTEM TRAINING

For whom: The system training is meant for entire school-management teams in a board sense: a "large staff".

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Targets: - improvement of organising skills of a group, as to giving guidance in important changes;

- learning as a group to tackle problems in a systematic way;
- learning as a group to create other groups, and to give guidance;
- learning as a group to improve your functional abilities.

5. PERSONNEL MANAGEMENT COURSE

For whom: The personnel managment course is meant for all those, who are directly and regularly involved in the various aspects of personnel management in an institute of secondary education or of higher vocational training.

Targets: - the development of the required minimum knowledge, insights, skills and attitudes, necessary for an adequate personnel management;

- to get a proper idea about the relationship between personnel management and other aspects of management in the school;
- to get an insight into tasks and instruments of personnel management;
- improvement of the engagement of personnel, evaluation, guidance, etc;
- to become conscious of social skills on behalf of personnel management.

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6. COURSE FOR FEMALE TEACHERS

For whom: This orientation course on school organisation and school management is meant for female teachers of schools for secondary education and for higher vocational training, who have the ambition to get a function in school management.

Targets:
- to provide an insight into a number of aspects of school organisation and school management;
- training in a systematic approach of problems;
- training with regard to a numter of aspects of meeting techniques;
- developing self-confidence and an own style of leadership.

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	Missionary	Encyclopaedic	Competence	Skill training	Self concept self-realisation
The process of professionalisation		II 1,2,3,5	I 1,2,3 II 1,2,3 4,5,6	I 1,2,3 II 1,2,3, 4,5,6	I 1,2,3, II 4,5,6
The process of democratic leadership	I_4	II_1	I 1,3 II 1,3,5	I 1,3 II 1,3,5	I 1,3 II 3,5
The process of social and technical change	I_4	II_1	I 1,2,3 II 1,2,3,4	I 1,2,3 II 1,2,3,4,5	I 1,2,3 II 4,5
The process of increasing political pressure	I_4				I 3,4 II 6

I. HEADTEACHER TRAINING FOR BASIC SCHOOLS.

II. HEADTEACHER TRAINING FOR SECONDARY SCHOOLS AND HIGHER VOCATIONAL TRAINING.

The ten described coursesplaced in the matrix.

Note the blank squares and notice also that our fifth grouping (self concept self-realisation) is well filled in for the situation in the Netherlands.

MARCIA LINDEBOOM

NELLEKE PLATE-BARTELS

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ITALY

HEADTEACHER TRAINING PROGRAMMES IN ITALY

1. The education system in Italy is based on a centralised approach. All curricula are organised centrally and teachers are given guidelines on how to plan their syllabuses, on what methodological criteria to adopt their teaching, on what general topics to cover in each single subject with the different age groups.

All teachers and school heads of state schools are civil servants in the direct employ of the Ministry of Education. School heads are appointed by ministerial offices in Rome on the basis of the results of qualifying state examinations.

Up to 1974 school heads were chiefly required to guarantee that legislation and norms would be applied in the schools. They would primarily act as administrators and the educational aspects of school organisation were not considered so relevant to their tasks, once rules and norms were complied with.

2. Since 1974 the educational structure has gone through a process of change. The awareness of the importance of consultation with grass-roots levels and local coordination has led to the institution of the 'Organi Collegial'. These are participatory collegiate education boards at the school district, county and national levels. They were set up in an attempt to delegate certain tasks or decisions to decentralised elected democratic boards with representation of all social groups concerned.
They acknowledge the principle that local characteristics require context focussed considerations and a wider base of representation and involvement in decision making.

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This new legislation had consequences for the role and functions of school heads. Their professional profile was established as follows:

- the school head is required to promote and coordinate activities within the school;
- he is responsible for the functioning of the school and therefore he is in charge of putting into effect all decisions taken by the 'Organi Collegiali' within the school;
- he is required to promote and coordinate teaching provisions, INSET and experimental activities within the school;
- he has to act as a linkman between the school and the community including local administrators, cultural agencies,etc.

The new role emerging from the 1974 Law stresses the need for a more careful school head training focused on the development of skills belonging to the field of organisational sciences, whereas the previous system gave priority to in-depth knowledge of norms and legislation.

3. The development of the school head profession from bureaucratic to educational and organisational responsibilities has led to the awareness of the need for a type of training targeted to preparing former teachers for this newly defined job.

It was clear that the new functions could no longer rely on good will and sense of responsibility and knowledge of laws and regulations but they had to rely on attitudes and behaviours consonant with the spirit of the Law.

This is a reason why the training of school heads was expected to contribute to:

- a better social interplay within the school and between the members of the school and their environment;

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- a more conscious and active participation in the developmental work within the school;
- a higher degree of goal attainment within the school, which will include also the promotion of innovation and the improvement of students' achievements and teachers' professional development.

In order to attain the above mentioned objectives, certain skills were devised as basic for a developmental process, and school heads were prompted to:

- improve their understanding of the new context characterising their own role and the school system as defined by Law of May 1974;
- improve their capacity to relate to others in a job situation and therefore to overcome conflict and communication problems;
- encourage teachers' cooperation in curriculum development and teaching-learning activities.

4. The greater emphasis laid on the professional development of school heads concentrated efforts on INSET provisions, whereas no attention has been given so far to the possibility of organising PRESET programmes.
INSET courses are still non-compulsory but nevertheless they are in great demand and attendance is growing tremendously in numbers.

Training courses usually take place in the afternoon, when pupils are not at school and therefore school heads can more easily obtain leave from school. In cases when courses include full-time modules (morning and afternoon) heads can get release from school in order to attend them.
INSET provisions for school heads are organised by different agencies:

- the Ministry of Education that finances most of the initiatives and sometimes organises courses in different parts of the country, gathering people coming from different areas.

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- the IRRSAE's (Regional Institutes for Experimentaion, INSET and Educational Research) that fund and organise courses on a regional basis;
- private agencies and professional associations, that organise courses on payment or financed by the Ministry of Education.

INSET courses may be tailored for:

- heads of the same type/level of schooling;
- heads of different types/levels of schooling (e.g.: primary and secondary schools together);
- heads and teachers at the same time.

Training staff usually include:

- experienced school heads;
- university professors and researchers in the field of educational studies and organisational sciences;
- administrators and ministerial officers;
- school inspectors;
- group leaders.

5. In the light of what has been stated so far, training models changed after 1974 from a kind of occasional lecture-based updating to a more recurrent process-based experience.
The shift from a cognitive approach to a more experience-based approach took place through different phases, that were characterised by different training models:

A - an encyclopaedic approach: lecture-based training model

B - a missionary approach: group work-based training model

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C - a skill training and competence development approach: theory-and-practice-link training model

D - a polydimensional professional development approach: spiral-modular training model

A closer analysis of both training approach and course model will follow, with indications of four variables:

a - objectives

b - contents

c - methodology

d - target groups.

6. The following description is based mainly on the training activities for heads that took place in the last decade in the region of Lombardy, though it can be considered as representative of training developments on a wider national scale.

A - ENCYCLOPAEDIC APPROACH / LECTURE - BASED TRAINING MODEL

a - Objectives - Provide head teachers with all possible knowledge and and information that is likely to be needed in the course of their work as heads.

b - Contents - Theories of education; curriculum planning; information on legislation, rules and regulations; the innovation process etc.

c - Methodology - Lectures by experts focusing on the theoretical aspects of the different topics followed by a debate in plenary.

d - Target group - School heads in their first years of service or teachers willing to enter the head position.

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The above mentioned approach is no longer used as an INSET strategy; it is sometimes still used in the case of courses targeted to prepare teachers for national selective exams to be passed in order to apply for a headship (a form of PRESET non-compulsory provision).

B - MISSIONARY APPROACH / GROUP WORK - BASED TRAINING MODEL

a - Objectives - To develop abilities that will help the school head:

- to behave in an aware democratic way
- to act as a change agent
- to identify and value resources available in the context.

b - Contents - Social psychology; group dynamics; communication sciences; group management.

c - Methodology - Needs analysis; - task identification; -group work; presentation of group work in plenary;
- debate in plenary;- theoretical reframing of groups' acquistions by an expert and feedback on process; final evaluation. Group leaders have daily supervision sessions guided by a t-group expert.

d - Target group - School heads belonging to different school types/levels

The above mentioned approach is used with heads who are willing to achieve both personal and professional development and are interested in innovation processes. It is not an easy approach to implement, because it is based on team work and requires highly qualified training staff, not just experts.
It was first applied and developed by OPPI (Organisation for the Professional Development of Teachers) in Milan.

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C - SKILL TRAINING AND COMPETENCE DEVELOPMENT APPROACH / THEORY AND PRACTICE LINK - BASED MODEL

a - Objectives - To develop school head's competence with respect to the following professional areas (taking into account both theoretical and practical aspects):

- relevant changes in the educational system;
- the school as an institution;
- education management
- rules and regulations: basic principles and practical implementation.

b - Contents - School innovation; - the school as an organisation; -human interactions within the school; - educational law; school planning; - economy of education.

c - Metnodology - Theoretical modules focused on single topic areas taught by one lecturer made responsible for that module ('miniuniversity model'); - individual study monitored by a personal tutor; - field study of innovative experience run in a 4-5 member team; - personal planning of an innovative project to be implemented in one's own school.

d - Target group - School heads that have already acquired a certain experience on the job willing to initiate an innovative project in their own school.

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This model is not an easy one to be implemented. It requires a considerable amount of resources and a long period of time (at least two years) in order to complete the whole process including experimentation and evaluation of results.

D - POLYDIMENSIONAL PROFESSIONAL DEVELOPMENT APPROACH / SPIRAL - MODULAR MODEL

a - Objectives - To meet both PRESET and INSET needs and wants by:

- providing a general basic background training for starting heads;

-providing support structure during the following period;

- providing the opportunity to attend training courses on specific key areas that may stimulate changes in the professional practice.

b - Contents - Depending on needs analysis and on the stages of professional development.

c - Methodology - A process-based approach, developing in a spiral way moving from basic and general into in-depth and specific areas of concern with an eye both to theory and practice.

d - Target group - Depending on the specific modules, having heads of the same type/level of school or mixed groups.

This is one of the most recently developed models. It is being experimented upon at present by IRRSAE Lombardy in a modular course based on residential and non-residential sessions.

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6. In conclusion, head teacher training in Italy has the following characteristics:

- the school head has in general no pre-service training and education in his professional role.
- the school head INSET is voluntary and based on his previous motivation to improvement
- only lately some INSET courses have been organised - both at ministerial and local level - to train school heads
- Such initiatives have been promoted on the occasion of the recruitment of new school heads on permanent jobs with tenure and concurrently with new reforms both at institutional and curriculum level
- INSET courses have been so far characterised chiefly by informative lectures followed by debates, with little opportunity to develop the professional role of the school head.

It is felt necessary therefore to start a training policy based on programmes that may ensure the achievement of the following objectives:

- clarify the professional role of the school head, both at the legal-administrative level and at the educational-managerial level
- enable the development of organisational skills and educational concerns specific to his role.
- contribute to consolidate the supportive aspects of the school head professional aspects (including ways of organising INSET activities for the school personnel)
- offer opportunities to share experiences related to the improvement of school activities, so as to facilitate links and relationships among schools.

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- promote the development of skills necessary to utilise properly the resources external to the school (e.g. parents, psychologists, etc).

From the organisational point of view, it would be essential to:

- establish teams of trainers, including researchers in education, so as to plan coordinated provisions for school head training programmes
- offer combined programmes with the participation of school heads and deputies from primary, secondary and upper schools, so as to facilitate sharing of views across different school levels
- create the conditions that facilitate the implementation and employment of what has been learnt at the courses
- define criteria and instruments to evaluate the activity of trainees during and after the programme and to gain feedback on the success or failure of the provided experience of training.

In terms of expected outcomes, provisions would be successful if they could lead to:

- building up of a cooperative network among school heads operating in the same or neighbouring area (thanks to the fact that they meet to work on common problems)
- better climate in the school organisation so as to promote innovation and educational creativity
- new attitude of the school head to solve problems concerning school improvement and to implement problem solving approaches.

ELOISA RICATTI - CESARE SCURATI

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1. BACKGROUND

1.1 DEPARTMENT OF EDUCATION AND SCIENCE CIRCULAR 3/83

In 1983 the Department of Education and Science (representing the national government) issued a circular, 3/83, in which it announced its intention to provide designated funds for what it considered priority areas of in-service and training of teachers. This marked a new departure: formerly each of the 104 local education authorities in England and Wales exercised discretion over the allocation of funds provided by national government for educational purposes. It also indicated what the Department of Education and Science deemed to be national priorities. It named four priority areas, and one of these was the training of head teachers.

1.2 COURSE FORMATS

Two types of courses were envisaged: 20 day courses, and 1 term courses. The former were intended to meet the training needs of head teachers. The second were intended to develop further self-awareness and professional understanding of experienced and successful head teachers so that, in future rounds, they would be able to contribute as trainers to the 20 day courses.

1.3 DESIGNATED INSTITUTIONS

The Department of Education and Science invited teacher education institutions to apply for approval to run the 1 term courses. It then named 18 institutions as "offering one-term training opportunities". These institutions were selected by the Department of Education and Science on the basis of the Department's assessment of their experience and capacity in providing courses in educational management, although the selection was also influenced by the desire on the part of the Department to obtain a good geographical spread. While many courses contain some residential experience, it was envisaged that most head teachers would attend on a day basis, at least for the majority of the course.

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1.4 NATIONAL DEVELOPMENT CENTRE FOR SCHOOL MANAGEMENT

The Department of Education also created in 1983 the National Development Centre for School Management Training. This was based upon the School of Education, Bristol University, and the South West Regional Management Centre. The Centre had four functions:

(a) to serve as a bank and an information network between the institutions running courses

(b) to evaluate the head teacher training courses created under the provisions of Circular 3/83

(c) to develop new training materials and courses in consultation and collaboration with second head teachers and other senior staff from the education service

(d) to disseminate its findings and provide support for institutions running courses.

2 COURSE TYPOLOGY

The ATEE Working Group at its meeting in Liège, January 1984, decided to adopt a four-part course typology. It envisaged that courses might be classified as falling into one of the following four types:

(i) Courses with a missionary purpose;

(ii) Encyclopaedic courses;

(iii) Skill training courses;

(iv) Competence-based courses.

The experience of analysing the stated aims of the courses offered in Great Britain* under the provisions of Circular 3/83 suggest that this typology is less tight in practice than it is in theory.

* The terms "Britain" and "British" are used for convenience. Scotland has a separate educational administration. The statements in this paper apply to England and Wales.

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Few of the courses can be considered as having a missionary purpose. This is probably not surprising, since one would expect courses run by large institutions and paid for by government funds to have a strong technical, and functional emphais. A sample of courses claims, as stated by the institutions which devise the courses, is attached as an appendix to this paper (the sample is taken from 3/83 Courses: A Descriptive Survey, produced as an interim report by the National Development Centre for School Management Training, in the spring of 1983).

Few courses could be described as "encyclopaedic". The emphasis of the courses was upon a practical outcome, and mastery of knowledge was seen as serving this objective. None the less, some of the stated aims in the one-term programmes (designed for training trainers) have an encyclopaedic quality: e.g. "to increase the participants' knowledge and understanding of the theory and practice of managerial perspectives and to synthesise the taught course inputs and school action" or "to study the major areas in which good management is crucial".

Skill training was conspicuous, especially in the 20 day courses. For instance, one of the courses for primary school teachers stated that it had been designed "to acquaint primary head teachers with a range of insights and management techniques relevant to the primary school...".

The greatest emphasis, however, was upon competence-based courses. They cited such aims as "to enhance the ability of teachers to manage the curriculum", "to enhance headship skills" and "to develop competence in reading and assessing new situations" in this area. The institution which wrote that "the course is designed to... focus on practical outcomes" takes a position with which it is unlikely that any other institutions would disassociate themselves.

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3. CHANGE PROCESS TYPOLOGY

As with course typology, the change process typology does not lend itself easily to an analysis of the range of courses provided by the 18 British institutions under Circular 3/83. However, of the four classes listed, it would appear that professionalisation, and accommodation to social and technical change, are those which receive the greatest attention.

Professionalisation in this case involves the professionalisation into the role of manager of someone who has previously been professionalised into the role of teacher. It is, indeed, a recognition that educational management is itself becoming differentiated as a distinct profession that has led to the creation of these new courses in head teacher training in Great Britain. Such an overall aim as "to enable heads to reflect upon their role as perceived by themselves and others and to assist them in the appropriate development of that role" appeared clearly to pre-suppose a head teacher professionality distinct from that of the school teacher role which the head teacher occupied previously. Further, such an aim as "to provide senior staff in secondary schools with useful information on current management theory and practice and to afford opportunities to identify, analyse and practise associated skills and techniques" goes a long way towards recognising one of the distinguishing characteristics of a profession - namely a distinct body of knowledge, of skills and of techniques.

Professionalisation, and accommodation to social and technical changes come together in the establishment of links with industry in these head teacher training courses. The original proposals in 1983 envisaged substantial links between the organisers of head teacher training programmes and industrial managers. Two considerations lie behind this: firstly, there is the view that head teachers, as professional managers, have

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much to learn from professional managers in industry - i.e. that management is a "profession", to some extent irrespective of the nature of the institution in which it is exercised; and secondly, there is the view that education is a part of the wider society and that schools need to develop stronger and more sympathetic links with the wider economy. At the moment there is considerable variation in practice. Courses for primary school teachers have generally not developed substantial links with industry, but these are normally a feature of both one-term and 20 day courses for secondary school teachers. Those institutions (particularly polytechnics) which already have substantial links with industry usually organise this well, whereas those institutions which are still within the monotechnic, college of education tradition have in some instances found this difficult. The N D C has recommended the establishment of a working party in order to give a greater impetus to links between school and industrial management training.

It is noteworthy that a number of courses provide residential experience. In certain parts of the country this is necessitated by geographical considerations: it is not possible to have 18 institutions so distributed that all teachers can attend them on a daily basis; but, much more importantly, a number of institutions have considered that the inclusion of residential experience is necessary for the realisation of the course objectives. It is through the personal and social interactions which occur within a residential course that the head teachers would achieve some of the course aims; and in this context professionalisation is dominant.

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The extent to which democratic leadership is a feature of the courses will depend to some extent upon the meaning attached to democratic leadership. Most courses include human relations skills - e.g. such aims as "to enhance interpersonal and leadership skills", "more effective management of schools with regard to human relationships". The emphasis however would appear to be more on the management of human relationships than upon participation by others in school management.

4. THE STATE OF PLAY, SPRING 1984

The courses outlined above ran for the first time during the academic year 1983/4, and many of them were designed at short notice in the light of the government circular issued in March 1983. It is therefore inevitable that there should be weaknesses in course structure, and it is already clear that course design in most or all institutions will be revised before the beginning of the 1984/5 courses.

Much of this paper is based upon a draft report produced by the National Development Centre for School Management Training to which the author had access - and acknowledgements for permission to draw upon the report should go to the N D C S M T. It should however, be emphasised (and staff at the centre would wish this) that the courses listed were put on at short notice and that some of the shortcomings are ones of which the course directors and the institutions were conscious. Each institution is responsible for the evaluation of its own course, over and above the nation-wide institution carried out by the N D C, and these evaluations will feed back into course design in 1984/5.

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providers.

Primary Twenty Day Courses

Institution A: The course has been designed to acquaint primary headteachers with a range of insights and management techniques relevant to the primary school, and aims to develop an understanding of management theory through the participation of course members in a programme of lectures, seminars, tutorials, role play exercises, case studies and simulations. Every opportunity will be taken to allow course members to bring to bear their present experience of primary headship upon the following major themes of the course.

Institution B:

1. To build an appreciation of accountability in schools in relation to the social, political and economic environment.
2. To enhance interpersonal and leadership skills.
3. To assist in the development of an analytical understanding of the school as a teaching and learning organisation.
4. To increase awareness of future curriculum development and assist in the development of requisite skills in order to implement and manage change in schools.

Institution C: Course members will be expected to:

1. develop their general understanding of primary education;
2. analyse, evaluate and develop curricula in schools;
3. contribute to, and provide support for, the training of other teachers;
4. develop the understanding to deal with the human aspects of management;
5. be adaptable and flexible in their attitude towards problems of management;
6. appreciate the wider local and national educational contexts within which the management of the school takes place;
7. develop their awareness of the social contexts within which primary education takes place.

Institution D:

1. To increase individual management expertise and broaden perspectives.
2. To undertake a review of the effectiveness of individual Primary schools.
3. To initiate specific actions within schools.

Institution E:

1. To provide opportunities for participants to reflect on current practices and recent research into the roles and functions of Primary School Headteachers.
2. To provide opportunities for participants to share information about practice.
3. To provide opportunities for school based curriculum development, to monitor and evaluate this.
4. To provide opportunities for improving the practice of headship.

Institution F:

1. To consider developments in Management Education with particular reference to policy making; resource provision and allocation; staff selection, development and deployment; communication administration and evaluation.
2. To apply these principles to the more effective management of schools with regard to:
   - i. organisation
   - ii. curriculum design and development
   - iii. human relationships
   - iv. administration
   - v. evaluation
3. Devise strategies and models to enable desirable changes to be made.
4. Provide school-based training
5. At the end of the course, it is hoped that participants will be able to:-
   - i. identify a conceptual framework for analysing schools
   - ii. use a conceptual framework for determining policy, structure, and for initiating desirable change.
   - iii. identify key issues in the development of communication
   - iv. determine one's own management style and identify patterns of leadership roles for schools
   - v. relate theory and practice

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UNITED KINGDOM 2 .

THE PREPARATION OF HEAD TEACHERS AS CHANGE AGENTS: A SMALL-SCALE EVALUATION

In 1983, the Government of the United Kingdom took a significant step in the history of the in-service training of teachers in that country. It 'ear-marked' certain sums of money for certain areas of in-service training which it considered important for the development of the teaching profession. As education in the U.K. is administered by local education authorities (LEAs), local government had always in the past resisted such ear-marking. This time, their resistance was overcome by new legislation.

One of these specific financial grants was to the area of headteacher training. There were three prongs to the Government's initiative:

(i) twenty-day 'basic' management courses for headteachers

(ii) one-term training opportunities for selected headteachers on secondment (with the acronym 'OTTO')

(iii) a 'National Development Centre for School Management Training' to co-ordinate and evaluate the whole programme.

In the author's own institution, both twenty-day and one-term training opportunities have been organised in the academic year 1983/4. This paper concentrates upon an evaluation of the one-term training opportunities extended to primary school headteachers. In particular, it focuses upon the perceptions of the headteachers themselves about the extent to which they have found opportunities to make themselves into better 'change agents'.

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In schools in the U.K. at present, significant changes are occurring in such areas as information technology, etc. The ability of the headteachers to introduce these changes in effective ways is crucial to their success or failure. The headteachers are given considerably more freedom to control such matters as the school curriculum than is the case with many of their European counterparts. Their role as change agents is, then, a critical one if change is to take place in a constructive way in schools.

The paper is based upon in-depth interviews with six primary school teachers (4 heads, one deputy and one senior teacher) seconded for one term to the city of Birmingham Polytechnic's Faculty of Education during the academic year 1983/4. The six were informed early in the term that part of the evaluation of their secondment by the Faculty would consist of these individual interviews towards the end of the term. They were also briefed about the research project 'Teaching for a Changing Society: The Role of the Headteacher and the Implications for Headteacher Training' at present being organised by the standing working group on headteacher training of A.T.E.E. (This case study forms one section of that project).

The interviews were held in the last two weeks of the Spring Term of 1984. They each lasted for a minimum time of one hour, with some going on as long as 1½ hours. The interviewees gave their permission for the interviews to be tape-recorded and used for research publication purposes on the understanding that no names would be used. Transcripts were made of these tape-recordings and these are quoted extensively in this paper. In addition, after the first four interviews and before the last two, a group evaluation session was held which involved all the six teachers (henceforth referred to as 'the six') and many of the staff with whom they had come into contact during the term.

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This session was also recorded, but no transcript was made because of poor sound quality, and the difficulty of coping with rapid sound shifts from one speaker to another. Nevertheless, a written summary of this group evaluation session was made and circulated to the six and the staff for their comments. Some of these comments were incorporated into a final version of the group evaluation report which is a useful document to set against the individual interviews.

The individual interviews were very loosely structured around the notion of discovering the extent to which the six had found opportunities during the term to become better 'change agents'. A highly structured questionnaire-type approach was rejected as liable to restrict the range of responses. There is much evidence (e.g. Hamilton, Parlett, et al 1972,1977) that qualitative methods such as interviews can provide useful material for curriculum developers, and a key part of the exercise was to discover which parts of the one-term training opportunity had been considered useful and how these might be improved in future. Clearly the small sample size and the very special circumstances of the exercise must render any findings extremely tentative but, as a pilot study, it does in my view suggest some very interesting lines of development.

One aspect of the term which elicited much comment in the interviews was the involvement of the six in the Diploma in Management Studies (D.M.S) course. This is a part-time course which has a number of modes of attendance, but the six took part in the second year of the three-year version where students attend the Polytechnic on either an afternoon and an evening or two evenings a week.

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The course is designed as a generalist management course for managers from private and public sectors. It is unusual to find many teachers on such courses, and the writer of this paper was, as a student, the only educationalist on another mode of the D.M.S. running at the time these interviews were conducted. As the interviewer, this put him in an interesting position to listen to the experiences of six on the D.M.S. These D.M.S. experiences indeed seem rich enough to warrant a paper in their own right, although they are only a small part of the total interviews. In the context of a general research project on the headteacher as change agent, they seem to this writer particularly significant in that the D.M.S. itself in this Polytechnic appears to be modelled on a Lewinian model (Lewin, K., 1948) of change as an unfreeze-change-refreeze process related to attitudes and values. It was, therefore, highly likely that the D.M.S would confront the six with an attitude change model and an approach to management training in general which would be unfamiliar to them.

(In the sections which follow, statements by the six individuals are referred to by braketed numbers (1) to (6), denoting the individual making the statement).

The six, in fact, spent eight wednesday evening sessions taking part in the D.M.S. This was a relatively lengthy commitment each evening involving 'participation' in student group sessions and discussions with the staff 'facilitators' after each session in so-called 'cluster groups'. One of the six (3) had calculated that each one spent 28 hours on the D.M.S. , and the point of the calculation was that it had been an excessive amount of time, considering the limited benefits resulting from the experience and the fact that these hours came at the end of long working days. There was no doubt that all six experienced varying degrees of frustration during their D.M.S. participation, principally because of the nature of the one aspect of the course in which they were involved.

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The particular D.M.S. course run by the Polytechnic is heavily committed to the idea of students learning management, in part, by doing management group projects devised by the students themselves. There is a considerable body of literature outlining the theory and practice of such 'action learning' (e.g. Revans 1978) and the students were in fact provided at the start of term with two such introductory articles written by the D.M.S. course director. Nevertheless, the 'culture shock' for the six was considerable when they spent their evenings 'observing' eight weeks of such a group project. The six were offered the choice of being group members or of acting as observers in a 'co-training' mode (i.e. observing the work of the facilitator as well as that of the group), and they all chose the latter mode, with some staying with one group through all eight sessions and others moving from one group to another.

The initial problem for all six was coming to terms with the non-directive role of the staff facilitators.

(1) 'Every vestige of my being cried out for intervention.....I was screaming for X to get in there and solve this total chaos which the group appeared to be suffering at that moment.'

(3) 'It was a shock to sit for two hours listening, dying to say something, dying just to whisper to the facilitator, well they're off on the wrong track, what are you going to do about it?.....I found the whole thing very frustrating because, in schools, we would just never allow that to happen.'

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This frustration caused considerable annoyance, at the very least, to all six and some individuals [especially (3)] found that the frustrations were not adequately 'compensated for' by the insights which several individually admitted they had gained from the experience. In the final group evaluation session, the D.M.S. course director, who was present, was still under attack on account of this sense of frustration. What is particularly interesting about this is that, in interviews held both before and after the group evaluation, individuals were more ready to volunteer privately that they had learned significantly from the experience. In addition, in their reactions to the group evaluation report, the following response is recorded:

> 'In retrospect, I don't think we were very positive in our statements about the D.M.S. course. It really exposed us to group dynamics in a most practical manner and gave clarity to the theoretical input.'

What, then, were the insights derived from the D.M.S. experience which the six were willing to volunteer in their individual interviews? The most obvious one was that their own typical style in groups was predominantly a directive, interventionist one. This was claimed to be no revelation to some, but, to others, it was only through the D.M.S. experience that they realised the full extent of their directive approach. See, for example, the following comments from (6):

> 'Oh certainly without any doubt, yes, it's made me, at the very least, it's made me question what I do. I suspect it will do more than that. I think it will, I think it will change in quite significant ways, for example,.... as I said, my own concept up to this term of staff interaction, was typically with me performing the leading role as Head, I suspect as a fairly autocratic chairman.

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I think it's shown that up for its limitations, its strengths in certain circumstances, but its limitations in some others. The instance I would give as an example, which was a quite fascinating eye opener to me, was on our very first session at the D.M.S. when we went into their staff meeting, a full staff meeting of theirs, and X was chairing the meeting, and I think I do him no disservice by saying, he uttered all of five words in the total of one hour. That says, this is certainly very different to my own style and I suspect that whilst I might not be able to get away with only five words, in a staff meeting that I may be, ought to think about somewhere in between five words and the five thousand or more that I usually probably utter.'

(2) talked of his initial expectations of 'a facilitator as somebody who facilitates in that they force the pace a little bit if necessary.....' In contrast, he found the facilitators adopting what he termed the 'laid back' approach. 'But I found this, at first, alarming in that we, the first few weeks, were sitting on the edge of our seats, you know, thinking oh goodness me, I'm either going to get round to saying something or, you know, feeling that you have to get up on the table and stamp on the table or go around and shake somebody and say, you know, get on with it.' After a time, he saw the facilitator approach as:

'saying, right, you've got a task to do, realise from the beginning that I'm not going to do it for you, so if you come unstuck you come unstuck, if you fail you fail, but it's got nothing to do with me. If you want to use me as a resource, fine, but I will do no more than that...'.

There follows in the transcript a description of a particular incident in the group he observed where the facilitator explicitly refused a request from the group to sort out the 'mess' they were in.

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'I saw the value in that..... in that it's a very harsh lesson for people to learn, that by their own actions in a school, or by the way they handle a class, that they come crying for help, you've got to say, well you really should have thought about it long before this and done something about it. You're coming to me crying for help, it's your problem, you sort it out.'

He goes on to argue that the problem in school is the time pressure to 'get on with it' and that the D.M.S. course, in contrast, has the 'luxury of such time'. By implication, what he appears to be saying is that he can recognise the value of enabling members of staff in schools to see themselves as more accountable for their own actions and of helping them to become more autonomous and independent 'managers', but that the need for quick decisions because of time pressures forces headteachers to adopt a 'parent' role which encourages dependency and counter dependency relations instead.

In this context, he sees the world of the D.M.S. as divorced from the 'real world' of managing in schools where a directive style is, in his view, essential, but he thinks that the students 'would realise that the course was artificial but yet it had lessons for them....the same as I've picked up'. In this respect, he appears to reflect a general view among the six that they were gaining insights about their own attitudes about leadership and authority which might not modify their own approach back in schools. In the case of (6), modifications of his own leadership style were at least being actively considered. In the case of (2), overtly at least, new styles were being rejected on the grounds that, despite any intrinsic merit, they would be inappropriate in schools. In all cases, however, it is possible to point to insights about their own approaches to leadership derived by the six from their D.M.S. experience.

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Of all the six, (5) appeared to derive least benefit from the D.M.S., although there was less aggression or frustration expressed than in other cases. The problem in this case was argued to be general tiredness in the evenings 'by that time (cluster groups D.E.H.) I was shattered' and the sense of being a latecoming intruder to the group. 'You know because I felt that there were things that they may have wanted to thrash out even more but the fact that they've got this sort of, visitor, or them.... you know may have restrained them....' No-one else expressed this feeling. Yet the comments of even this person about the personal insights gained from the D.M.S. and the week-long residential management course at a well-known Midlands industrial firm carry strong echoes of the learning expressed at greater length by the others about the personal benefits to be derived from being in a non-directive situation.

> 'Yes, yes. I felt that..... I feel that on a course like this I've been far more laid back than I normally am, I've learned to listen a bit more, you know, time.... what I've tried to do is spend my time listening to other people and picking things up, things from other people whereas at school, I tend to be right in there, you know, more in the forefront and people rely on you, rely on me, to come to me and expect me to come up with the answers, whereas..... and having.....I'm always having to think ahead and be very much in the forefront, whereas here, I've been able to sort of lay back and just listen and not had to be so forceful or outgoing.'

At least two of the six made explicit references to the fact that they perceived the philosophy underpinning the D.M.S. course as being a similar one to that espoused by many primary school teachers. 'I found that very interesting, because the course and the approach is based on good infant school policy.' (3)

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'But I mean the strange thing is that the philosophy behind the D.M.S. is a philosophy that I'm committed to'. (4) Yet this latter comment comes shortly after (4) says 'it might as well have been Japanese for all I knew, and the group was a.....peculiar thing'. This apparent paradox is, in my view, explicable on two levels. First of all what is seen as an appropriate learning model for primary school children. 'I mean it demands that children are experimenting for themselves and handling materials and solving problems', (4), is not necessarily seen as appropriate for adults, although (3) clearly sees the education of the emotions as an appropriate aim of the group learning on the D.M.S. and in infant schools. 'I enjoyed hearing..... how he (Course Director D.E.H.) approached D.M.S. and the emphasis that he put on feelings and emotions, and I kept telling him, you know, you're a lost infant teacher..... Well you try to develop in young children feelings for others and considerations for others and you know, living as groups, group dynamics, if you like, although I would never have put that term to it before I came here, but that's what it is.....'

But at another level, both (4) implicitly and (3) explicitly touch upon a crucial difference between their own views about learning by doing and those apparently espoused by the D.M.S. course team as they perceive these views. This is that in their own schools 'discovery learning' is carefully structured along lines decided in advance by that teacher, which is very much in line with the classroom observations of Atkinson and Delamont (1976, 1983) who point to the difference between unstructured and structured 'discovery learning' in schools. These writers illustrate the need for structure at that level by pointing to examples of the chaos that can ensue when structure is missing. However, they also point to the limitations on learning imposed by pre-stuctured 'discovery' situations.

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The D.M.S. course team was seen by the six as either having no pre-conceived struture for the group projects or as allowing the students to wander away from any such structure were this to exist in the lecturer's pre-planning. 'I believe that you've got to learn to learn. As a first school head, you know, really that's infant policy that you've got to learn to learn, but you've got to have a certain direction and I could see these people just going off the tracks, really nothing to do with the task at hand, and no-one pulling them together again and this went on week after week' (3) Or, as put more personally by (4), 'I still think..... it's not good enough just to sort of jump in the water and learn to swim. I think..... I needed that little bit of structure that would have set me on the right track'.

From my own observations of, and conversations with, key members of the D.M.S. course team, I would argue that they have taken a calculated decision not to pre-structure the group tasks knowing full well that there is a real risk that the finished products may well suffer as a consequence. (In at least one case during my own course, no end product resulted, except an oral analysis of why no end product had resulted!) It appears that they would justify this by arguing that in the 'real' world of management there is always a risk of failure and that there can be no certain foreknowledge of the outcomes of actions. Furthermore, the notion that the 'teacher' knows in advance what should be achieved easily leads, in their view, to those feelings of dependency and counter-dependency referred to earlier, to which they are opposed on philosophical grounds. Some lecturers would also, I believe, consider that the process was more important than the task, but that does not appear to be a unanimous view within the course team. There would, however, be staff consensus on the important learning which can result from careful attention to the processes of group work.

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The earlier references by the six to the need 'to get on with the job' in schools reflect traditional attitudes in many organisations, to the effect that time spent on examining the processes of work is either not available or not worth while even if available. In individual cases, the value of the group learning technique could be recognised, while at the same time, their applicability to schools was doubted. 'I think it is..... valuable, I think it is essential. Whether we would ever have time in schools to use that method, I would question'. (1)

Yet it is again clear that individuals within the six learned from the process analyses which went on in the staff cluster groups after the student group sessions were finished. This appeared to be the case even with the individual who was most sceptical about the role of the group facilitator whom he observed. 'I mean I just felt a little bit like the lad in the fairy story of Hans Anderson, who saw the emperor with no clothes on. I kept thinking what the hell are these people on about. I just didn't understand the language. I mean this was a particular fault of the chap I was with [e.g. the facilitator D.E.H.]'.(4) Yet even here, the recognition of the blocking process at work in a group seemed to have made a considerable impact on [....]' but he was a terrific blocker was X, he blocked everything in sight... I mean that was a tremendous experience to watch this character at work'. Others in the six claimed to have established closer working relationships with the facilitators they observed. Commenting on the active role he was encouraged to take on in the cluster groups, (1) stated 'Of course I was very nervous about this because I didn't know whether I was observing what I should be looking for and therefore I would only speak as it came over to me and because X, at times, said 'Yes, that's absolutely right'. Obviously I grew in confidence that I was assessing the group along the terms that should be used'.

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The way in which some of these terms had been assimilated was best exemplified in a critical context by (3)- 'I have found myself, since Perry Barr (i.e. Polytechnic D.E.H.) experience, giving myself labels'. (Interviewer: 'Such as?') 'Such as blocker. Such as initiator. Such as harmoniser, and I think over the term, I have fitted into every category where the situation has been different.' The criticism implied here, and explicit elsewhere, is that the staff were applying stereotyping labels to individuals who might adopt different roles in different group situations. 'I wouldn't go to Y firm among all those graduate line managers and be an initiator. I'd be a fool, but nor would I sit in a (regional) Head Teacher's meeting and be a blocker.' But whether this is a valid criticism or not, it is clear that (3) has seen herself as analysing group processes in a different way as a result of the D.M.S experience.

It is possible to view the whole D.M.S. episode as an Organisation Development (O.D.) intervention in the context of a one-term training opportunity which will be more fully dealt with elsewhere. As such, it bears many of the hallmarks of O.D. interventions with the 'clients' encouraged to make choices about their own learning, to share their learning with others and to clarify their own values and roles in order to make organisational change possible. (Gray, H.L., 1981). Certainly the six were exposed to change strategies of a kind with which they were, by their own admissions, unfamiliar and they were also observing such strategies in action with others at the same time that they themselves were being exposed to them. That such change strategies have a considerable impact (which is not to judge their effeciency) is demonstrated by the extent to which five of the six were eager to hold forth about the D.M.S. experience with minimal prompting from the interviewer. The overwhelming impression conveyed to this writer is one of considerable learning taking place about ways of changing others and about possible changes in oneself despite, or perhaps because of, much frustration and annoyance at the methods used and the ways in which these methods were handled.

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(Not all that annoyance has been fully dealt with in this paper because, for example, the cluster sessions were seen by three of the six as unnecessarily and excessively critical of the students, and the writer is aware that both in this paper and in the interviews themselves he was concerned to discover what 'positive' learning had taken place.) The following comments by (6) nevertheless appear to epitomise the kind of learning about change which took place at both the levels referred to above.

> 'With the D.M.S. I think a similar situation was present in that the circumstances in the D.M.S. were so different from primary school work and I think that we were struggling to see its relevance. Personally, I've found the benefit of it, was of a personal nature. One that allowed me to see that there..... that a view of my own approach to consultation and negotiation, staff meetings, group meetings, was an insular one, was a narrow one, where there was automatically a chair person who was invariably me, who is invariably me, and this isn't necessarily always going to be the right way. In certain circumstances, yes it might be the right thing to do but in other circumstances, there might be different ways of facilitating change through group interaction and the use of expertise within the group, in ways which, at present, are stifled because of the very structure of the system which operates within the school where I am and I cannot..... I find it difficult to think that things will be the same again. I think there will be perceptible changes in my own approach to consultation and negotiation.'

The evidence of the interviews suggests to the writer that the exposure of head-teachers to D.M.S. group work of the kind described will probably lead to some annoyance and frustration but will nevertheless form a very useful section to a one-term programme in which one of the aims is to open up the participants to the possibilities of changing others and themselves.

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CONCLUSION

DISCUSSION OF THE NATIONAL SURVEYS BASED ON ANALYSIS OF THE WRITTEN PAPERS AND ARGUMENTS PRESENTED BY THEIR AUTHORS AND OTHERS DURING THE LINZ CONFERENCE.

What first of all emerges from the national surveys is that headteacher training has developed very rapidly in scope in recent years in these European countries. (From now on 'Europe' will be used as a shorthand term to cover this group, always accepting the fact that this group forms only one section of the total European picture.)

If one then speculates why this should be the case, various clues are provided in the national surveys. For one thing, it is a truism that changes in society are occuring at an ever faster rate and on an ever greater scale, and there is an increasing awareness, not least among political leaders, that, if schools lag behind such change, then this puts at risk the continuing development of individual countries in a highly competitive world. One very obvious example of this trend is the direct pressure being put upon schools in Europe to prepare pupils for a world of work which is rapidly being transformed by developments in information technology. Under such circumstances, it is understandable that politicians wish to see the worlds of education and of industry and commerce brought more closely together, and one move they are making in this direction is to encourage headteachers to see themselves not so much as leading academics but as managers of 'educational enterprises'. This may be linked to the fact that in times of financial constraint, such as those in Europe at present, cost effectiveness may be upper-most in the minds of politicians who expect headteachers, like other managers, to produce greater efficiency in their schools.

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It is possible to argue that this explains, at least in part, the trend, observable in the reports, for headteacher training courses to move away from traditional 'encyclopaedic' models. In these latter courses, it was common practice for headteachers to be provided with all the information considered necessary for them to administer their schools satisfactorily. This implied the existence of well-established 'blueprint' plans, usually with a heavy emphasis on the appropriate legislation concerning education. By learning such information, the headteacher would be in a position to ensure the continued smooth running of the school 'machine'. In this context, the work of Lipham (1964) is significant. The latter distinguishes between the administrator, who is concerned mainly with maintaining rather than changing established structures, procedures and goals, and the leader who is concerned with initiating changes in those established structures, procedures and goals. We can now in 1984 substitute the word manager for leader in this context, because managers are increasingly seen in the literature and in practice as individuals who have to adapt to turbulent environmental conditions. It is, perhaps, ironic that some radical and some conservative political regimes in European countries now appear to be convinced that headteachers require training in management techniques which will enhance their ability to implement change. In the case of the 'radicals', change in education may be seen as a way towards fundamental change in the wider societies of which schools form a part. In the case of the 'conservatives', it may be that the notion that you have to change to stay the same is becoming generally acknowledged. Certainly, there have been statements by politicians of many different parties in Europe to the effect that headteachers can not be allowed to block changes deemed by those politicians to be in the interests of those they represent.

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This highlights another European trend, which is to see headteachers increasingly as the servants of either central or local governments, depending upon the degree of centralisation or decentralisation of political control over education in the individual country concerned. This has, of course, been a long-established tradition in those countries, such as the F.R.G., where teachers are classified as civil servants, but, even in those countries, such as the U.K., where there has been a longstanding ongoing debate about the role of the state in education, there is a discernible trend to make headteachers more 'accountable' to local government (Rushworth 1984). At the same time in the U.K., central government has made increasingly 'dirigiste' moves to ensure management training for headteachers takes place, as the developments referred to by Bruce and Hellawell make clear.

There is a potential conflict here between a growing recognition of the need to prepare headteachers as managers of change, and an increasing trend towards viewing the head as an accountable servant of local or central government with all the necessary adherence to rules and regulations that goes with that. One would expect this conflict to be reflected in course provision, and it may be that surveys by institutional providers neglect one side of the picture. This is that the 'employers' themselves may increasingly provide the 'encyclopaedic' administration courses themselves while expecting management courses provided by 'outside' agencies such as universities or colleges to be more geared to 'leadership' models. The argument of Coppieters' paper is that only the headteacher who is a competent 'systems maintenance' administrator is going to be trusted, or to trust himself or herself, to be also adept at managing innovation.

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Certainly in the U.K. there is a growing distinction between 'nuts and bolts' courses for headteachers, where local government employers try to ensure that heads are able to make the existing system function effectively and efficiently, and courses which try to develop the leadership potential of men and women who are increasingly expected to innovate as well.

These expectations regarding innovation do, however, need to be examined more closely and some of the surveys highlight their problematic nature. While there are many who would see it as one of the moral obligations of headteachers to resist pressure to make them simply the tools of political regimes, there can be little doubt as to the limitations upon the role of the head as innovator. Headteachers who try overtly to prepare pupils for a society the aims of which are opposed to those of the politicians who control the society in which their schools exist do not usually long survive, unless they are in a relatively protected private section of that society. Certainly, most management courses supported by governments appear to make the tacit assumption that headteachers will be encouraged to become better facilitators of the change desired by those governments. Without becoming involved in this value debate, this survey notes the growing trend from all sides to encourage headteachers to see themselves as managers, and as managers of change to boot. This is common ground to both the papers by Hopes and Coppieters, although the former emphasises far more than the latter the political limitations to the change agent role of the headteacher. Furthermore, the research into the role of schoolteachers world-wide suggests that headteachers should be made to realise their key role in the implementation of educational change if they do not realise it already.

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As Fullan writes in his voluminous survey of that research, 'Whether it is direct or indirect, the principal plays a fateful role in the implementation and continuance of any change proposal; the evidence is very strong on this point.' (Fullan, 1982, p.140)

This is not to deny another point implicit at least in a number of the surveys and very explicitly dealt with during the discussions in Linz. This is that the head is only one of the key figures in the implementation of educational change. There are strong arguments in favour of heads being trained in these areas along with at least other key figures in their schools whose support they will require to enable the process of change to be facilitated. Another related point that emerged in discussion of this area was the power and authority of the head vis-a-vis administrators and officials in the education systems outside the school. (It was perhaps here that differences in the position and status of heads not only between, but also within, countries emerged. The differences in these respects between headteachers in the various Länder within Germany were heavily underlined by Hopes.) Nevertheless, the actual evidence of the surveys did not suggest that many such mixed management courses at present existed in the countries in question. Indeed there was some anecdotal evidence that headteachers themselves were resistant to such approaches, particularly if it meant receiving training alongside those in 'subordinate' positions. (It is interesting to compare these findings with reports of the School Leader Programme (SLP) in Sweden where strong support was reported for the idea of training 'school leaders', administrators, school inspectors, and even politicians, together, especially residentially. (Pettigrew, A. 1982)).

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Another key issue which arose during the discussions in Linz was that of the optimum time which is required by headteacher training courses. There exists, at present, a very wide range of time allocations for such courses in Europe with the eleven week course in France being one of the greatest actual amounts of full-time exposure, and the 20 day 'basic' courses initiated by the D.E.S. in the U.K. being an example of a more modest recent part-time development. There was no unaminity on this issue at Linz, but one view which was widely supported was that changes in behaviour patterns required exposure to discussion etc. over a lengthy period of time. The Belgian pattern of 'stretching' the courses over a two year period appears to have much to recommend it in this respect. This pattern has a counterpart in those general management courses in the U.K. which lead to the Diploma in Management Studies (D.M.S.) of the Council For National Academic Awards (CNAA). These courses are usually run on a part-time basis stretching over two or three years and are very much geared to changing patterns of managerial behaviour. This issue is highly relevant to the focus of this report because there is a well established dictum that management is about changing behaviour, and that if managers want to change other people's behaviour, they must first learn to change their own. The argument emerging from the Linz discussions was that they can only learn to change their own behaviour if they are given an adequate time space in which to do this. This is clearly one of the issues to be explored further at the next stage of the Group's project.

Another such issue is the extent to which courses should take into account the expressed management needs of the headteachers themselves.

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On almost all well-run in-service courses, there is an element of negotiation with the participants as to the exact nature of the course. Nevertheless courses which are essentially focussed upon needs analysis based on the initial responses of the participants are a long way along a continuum from courses where the trainers have pre-determined the content they then intend to 'negotiate' with the clients. Thus it is possible to argue that the 'Polydimensional Professional Development Approach' outlined by Ricatti and Scurati in their survey of the Italian scene actually goes beyond the course dimensions posited as ideal types at the Liège meeting. It could, after all, be implicit in those course dimensions that the trainers have a concept of the headteachers' needs which is decided in advance of the course actually taking place. This should not be exaggerated because that concept may be loose and flexible enough in the case of some of the ideal types to allow many of the expressed needs of the headteachers to be accommodated within the general course framework. The 'negotiation' concept therefore should be viewed as a corrective to any notion that the ideal types are necessarily inflexible and rigid models imposed upon the clients willy-nilly by the trainers. What is, perhaps, worth underlining is that the encyclopaedic course, almost by definition, is laying down a pre-determined blueprint of the needs of a headteacher, and it may not, therefore, pay sufficient attention either to the maturity of headteachers or to the diversity of their individual needs. This may be another good reason for the apparent decline of such courses in training institutions.

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To sum up then, the national reports attempt to analyse developments in course design in the various European countries. As mentioned above, there seems to be an almost universal trend away from 'encyclopaedic' courses. It is also rare to find courses with an overt and specific 'missionary' purpose, such as the creation of change agents or of democratic leaders, etc. The trend appears to be towards skill-training courses and competence-based courses. These two types of course are not mutually exclusive, as it is quite possible to have competence-based courses which have skill-training sections. As the term 'skill-training' suggests, such courses have training in specific skills such as counselling, negotiating, listening, etc. Comptence-based courses are, as mentioned earlier, more embracing than skill-training courses, being designed to increase headteachers' competence in more broadly defined areas such as boundary management, etc.

Although there was not much evidence of courses solely designed to increase the headteacher's self-concept and to promote self-realisation, it seems clear that these are, at least, subsidiary aims of a number of the courses surveyed. The small-scale study by Hellawell is interesting in this context in that the group study methods used on the course he evaluated certainly seemed to heighten self-awareness on the part of both the participants and the group observers. It is also interesting to note that this aim of increasing the headteacher's self-image and of promoting self-realisation appears to be particularly emphasised in the ten courses in the Netherlands surveyed by Plate and Lindenboom (Their matrix also illustrates very clearly the dearth of 'missionary' and 'encyclopaedic' courses in the Netherlands in line with general European trends.)

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The paper by Coppieters goes into most detail about what must be the next stage of the research project, that is to improve the present design of training courses in such a way that they prepare headteachers to be better change agents. The final section of the paper poses some very pertinent questions about the present levels of our knowledge of the implementation styles used by headteachers and of their effectiveness. It may well be that the Group should give further consideration to the actual power and authority of headteachers to implement change in the countries of the survey, while at the same time attempting to analyse how headteachers are best trained to facilitate change.

This points the way to another element in the next stage of the Group's work. Now that the courses have been surveyed in general, there needs to be a more detailed evaluation of their strengths and weaknesses in so far as they prepare headteachers to be change agents. This evaluation has begun in the surveys and in the discussions during the Linz conference, but it was not the primary aim of the early stages. The purpose of a more detailed evaluation of existing courses is to move towards course elements which the Group members would wish to promote and disseminate as their view of 'good practice' in this sphere,

The evaluation which is now envisaged would not be tied to any one model. The paper by Coppieters gives one set of formal criteria for such an evaluation, and the paper by Hellawell attempts to demonstrate that 'anthropological' methods can be fruitfully used in this context. It will also be essential to do an extensive search into the literature on the management of change which exists in the languages of the countries in the survey.

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There is, after all, by now, a considerable body of management theory on the process of change and ways of managing that change. Much of this literature is written with other managerial contexts than the school in mind, and its validity in the school setting requires empirical validation. It is nevertheless arguable that some of the concepts of contingency theory or organisational development (O.D.) should be part of every headteacher's mental armoury, if to do no more than help them 'grid' the reality of the change processes with which they are faced in their everyday working lives. For whether or not headteachers would prefer to be 'stabilisers' rather than 'change agents', as some of the literature suggests, they will not be able to avoid playing a decisive role in the process of change in education. Even to seek to avoid change, or to impede its progress on their part will mean intervening in an influential way. In this respect, headteachers are, as the existentialists might put it, condemned to act, and it will be the task of training courses to enable them to act consciously and authentically on the basis of sound understanding of the processes involved and the techniques available to them.

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